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ABSTRACT

Materials contained in this career education implementation guide (one in a series of seven) are designed for administrators, teachers, other school staff, parents, community volunteers, school boards, and community agencies and their needs for staff development. An evening family career planning seminar on career decision making designed for parents and students is described in detail in Module 1. A three-session evening seminar on mid-career changes designed for adults is described in Module 2. The following introductory course and four sub-course options (each intended for seven to ten two-and-a-half-hour sessions) are included: Introduction to Career Education (Module 3), Teacher Advisor Skills (Module 4), Teaching Group Work Skills Related to Potential Career Roles (Module 5), and Implementing Career Education Programs (Module 6). Each option has a clear-cut focus and the objectives are largely mutually exclusive. Each module description contains overview, suggestion for target groups, notes on funding and staffing, format overview, registration forms, example agendas, and example activities and content. (TA)

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ROSEVILLE AREA SCHOOLS
Independent School District #623
1251 West County Road B-2
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CAREER EDUCATION DISSEMINATION PROJECT
IMPLEMENTATION BOOKLET #4

STAFF DEVELOPMENT

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1977

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BOOKLET #4 - STAFF DEVELOPMENT

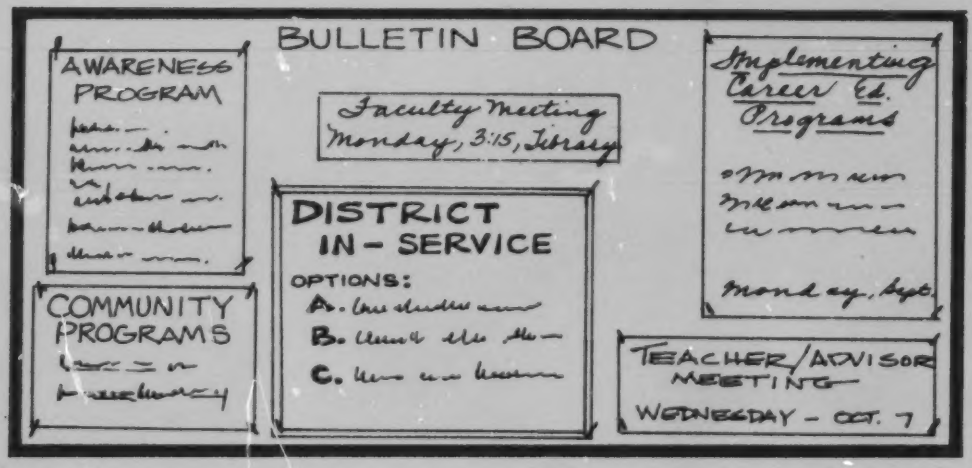
A Starting Point

Where to initiate changes in a school system in order to more effectively meet the career development needs of youth is a complex question. Structural changes in school organization and educational policies is one way to initiate change, and staff roles are usually directly involved. Curriculum changes, course requirements, and progress reporting methods are other avenues of change and involve new demands on staff skills. Any effective career education program will require heightened awareness and commitment within the school staff. Specific staff skill development needs are also likely to be associated with commitment to career education. Development might be defined as including motivation as well as skills.

Staff is defined throughout the materials as the adults in the school and in the community setting who can contribute to the career development of young people.

The varieties of target groups for staff development include administrators, teachers, other school staff, parents, community volunteers, school boards, and community agencies. Each target group will have some unique needs in terms of staff development.

Creating a Variety of Options



The Roseville demonstration programs show that the differentiation of a variety of staff development options allows for a focus of objectives and content and a depth of coverage.

Internal dissemination and awareness programs have been designed to involve the influence structure of the schools and community business organizations, and also to provide stimulation and incentives for voluntary grass roots participation. A variety of short presentations, utilizing large and small

group techniques, sound slides and other media are programmed into the district in-service programs, faculty meetings, PTSA's and the community programs. Specific content includes what teachers and departments are doing now and future opportunities, what community members and organizations are doing now and future opportunities, and resources available now in the school and community and how to elicit more.

An evening family career planning seminar on career decision-making is designed for parents and students and described in detail on pages 15-21.

A three-session evening seminar on mid-career changes is designed for adults and can be funded by fees and is described in detail on pages 23-43.

Based on experience over the past six years in offering career education workshops to school staff and community groups, the following introductory course and four options have been put into training packages for dissemination:

1. Introduction to Career Education (Module #3)

2. Teacher-Advisor Skills (Module #4)

3. Teaching Group Work Skills Related to Potential Career Roles (Module #5)

4. Implementing Career Education Programs (Module #6)

5. Shared Decision-Making Skills in Schools and Organizations (In Implementing Booklet #1)

Each option has a clear-cut focus and the objectives are largely mutually exclusive. By providing a variety of relatively short-term workshops (20 hours each), school staff and community people can choose their level of involvement. School staff K-12 are encouraged to attend in order to increase sharing and articulation efforts.

In all credit workshop options, the participants are required to do an out-of-class activity, usually a student-related activity. Curriculum development is stimulated through the workshops and workshop projects are a fertile field for additional curriculum writing.

Requiring community visitations and promoting the Career Learning Centers and the School-Community Resource Directory increases usage of all these programs.

Once the various workshop options are developed, they can be continued by tuition funding.

Another type of staff development option is to arrange for school-community visitations, exchanges and internship for both school staff and community people. An extensive program is described in Booklet #6, Community Participation.

School and community groups can be surveyed with a detailed needs assessment questionnaire, similar to the following examples.

COMMUNITY CAREER-PLANNING SURVEY

My interest in a Parent/Family Career Planning Seminar would include:

A. Topics

High Interest	Some Interest	No Interest	
_____	_____	_____	1. The Parents' Roles in a Student's Career Planning
_____	_____	_____	2. Career Decision-Making: A Teachable Process
_____	_____	_____	3. The Changing Labor Market
_____	_____	_____	4. Career: A Life-Style Pattern of Work, Play, Family, Friends
_____	_____	_____	5. Mid-Life Career Changes
_____	_____	_____	6. Other_____

B. Format

High Interest	Some Interest	No Interest	
_____	_____	_____	One or two evening sessions
_____	_____	_____	A series of three to five sessions
_____	_____	_____	A college credit course
_____	_____	_____	One or two daytime sessions
_____	_____	_____	Parents only
_____	_____	_____	Parents and students

Name_____

Address_____

City_____

Phone_____

SAMPLE SURVEY OF CAREER DEVELOPMENT INTERESTS

Meeting the Career Development Needs of Students
A Survey of Adult Interests, Needs and Skills

1. The basic goals of career development as you see them are:
(Check all appropriate answers.)

_____ a. Meet national manpower needs.
_____ b. Develop specific student job skills before graduation.
_____ c. Integrate vocational and academic education.
_____ d. Help students select an occupation before graduation.
_____ e. Increase the use of community resources.
_____ f. Develop more of a student-centered curriculum.
_____ g. Impossible to determine.
_____ h. Other _____

2. Which of the above goals would you support?

_____ a. _____ c. _____ e. _____ g.
_____ b. _____ d. _____ f. _____ h.

3. (For School Staff) In regard to in-service activities, I would be interested in:

_____ a. After-school sharing of ideas.
_____ b. A college credit course.
_____ c. Part of the regular in-service program.
_____ d. Community agency - business visitations.
_____ e. "Job for a Day" exchanges.
_____ f. Other_____
_____ g. None

4. (For Non-School Adults) In regard to career development activities, I would be interested in:

_____ a. Speaking to classes on career life-style topics.
_____ b. Student field trips.
_____ c. Giving student interviews.
_____ d. Study groups.
_____ e. Community-school "Job for a Day" exchanges.
_____ f. Other_____
_____ g. None

5. I would rate my skills in helping students with their career development:

Strengths	Need Skills	
_____	_____	Teaching about career options.
_____	_____	Teaching-advising on personal education decision-making.
_____	_____	Providing career information.
_____	_____	Developing field trips.
_____	_____	Infusing career development into the curriculum.
_____	_____	Other

1. My interest in taking a college credit career education workshop in the following areas is:

	High Interest	Some Interest	Little Interest
Introduction to Career Education (2 credits) (materials--issues) (Example: curriculum and business visitations)	____	____	____
Additional 2-credit options:			
Teaching Group Work Skills (in the classroom)	____	____	____
Teacher-Advisor Skills (building relationships; communication and typical problems)	____	____	____
Shared Decision-making (in groups and organizations: district schools and classrooms)	____	____	____
Student-Centered Career Maturity Measurement (student evaluation techniques and open student records)	____	____	____

Comments:_____

_____

2. My interest in using a career resource center with print and non-print materials and arrangements for speakers and field trips is:

High_____ Some_____ Little_____

Comments:_____

_____

3. My interest in curriculum development integrating career education into my department is:

High_____ Some_____ Little_____

Comments:_____

_____

STAFF NEEDS

Based upon the results of expressed needs surveys previously described, a long-range staff development program can be planned.

The need for a broad scope view of career education is seen by Donald Super (1976) after reviewing career education definitions, objectives and materials. He reports a "lack of career education materials based on the concepts of career or vocational life stages of career development tasks." He summarizes by saying, "When the concepts of career development are more widely understood, and when its methods and materials are more visible and are put to use in the curriculum, career education will indeed have come of age."

In 1971, Sidney P. Marland, Jr. avoided suggesting any definition of career education. He wrote, " . . . what the term 'career education' means to one is basically a point of view, a concept . . ." However, Hardwick (1971) did present a USOE suggested model for career education and Gysbers (1973) emphasized the focus on economic man in USOE publications and project guidelines.

Both definitions and issues are frequent components of teacher career education in-service programs (Keller, 1972). Gysbers and Moore (1972) point out that the definition one has and the breadth of the concept greatly affects the type of program that is implemented. Since then, several efforts have been made to define "career," "work," "career development," "career education" and "life career development." Such efforts substantiate a need for more definitions and understandings in career education staff development programs.

In discussing current educational practice, Tennyson, Hansen, Klaurens and Antholz indicate that "we have followed a policy of early encouragement in the narrowing of vocational choices. Our mistake has been a failure to recognize that it is through broadening students' experiences that they are best able to establish meaningful goals." This indictment of educators might be interpreted as a lack of knowledge, as much as, or more than, attitude and commitment.

Examples of some of the negative interpretations of career education which influence school staffs, include an article entitled "Career Education Boondoggles." Sproull criticizes career education programs in terms of vagueness of goals and objectives, over-reliance on occupation, "babbittry," anti-intellectualism and sexism.

An article in the "Fall Harvard Educational Review" labelled career education as a "hollow reform" and argues that student exposure to work will be negative because most work is boring.

Not only do such criticisms need to be studied for sources of constructive suggestions, but also such influences need to be counteracted in staff development programs.

For the past five years, the Roseville Schools have collaborated with the University of Minnesota in offering career education courses for the Twin City metropolitan area with no significant differences shown in participants' needs. Particular issue content includes the research on the avenues of mobility in the industrial setting (Miller & Form, 1964). Havighurst's (1964) estimation that only about a third of the labor force derives ego

involvement in occupational activity and Hoffman's and Rollin's (1972) contention that the phenomenon of rapid change is neglected in career education are major issue areas. Another area of concern expressed by Nash and Agne (1973) is: "What is most disconcerting about collapsing the learning experiences into such specialized boxes as "occupational clusters is that educators sell their souls for a view of life superficially utilitarian." Such concerns and issues appear national in scope and relevant to any comprehensive career education program.

Creating a Variety of Participation Incentives

At least three general categories of potential incentives for staff involvement are suggested:

1. The promises of greater effectiveness, self-satisfaction and enjoyment in helping young people with their career development needs.

2. Financial compensations might be paid in-service time, credit on the salary scale, curriculum writing or honorarium payments.

3. Recognition might be the approval of influence people and peers, promotional possibilities, and such activities as conventions, travel and informal meetings.

Helping students is a general reinforcer within school systems, but it is often not strong enough to stimulate change by itself. The promise of increased effectiveness or enjoyment in working with students is more immediate and will be one of the major selling points for the staff development options. Incentives are a very individualistic matter and what is rewarding to one person might be neutral or even adversive to someone else. The goal in staff development is to package a variety of incentives that will appeal to most of the target groups. Having a variety of short-term and long-term rewards available to appeal to particular target groups requires deliberate planning.

Evaluation of Staff Development Programs

Each staff development program should be evaluated in terms of general and specific reactions, suggestions for improvements and follow-up outcomes. Several participant surveys are the most feasible technique; however, follow-up measures of behavior and attitude changes are also necessary with the more extensive programs. Observation, structural interviews and knowledge and attitude testing may be viable evaluation techniques. A more complete description of evaluation methods is found in Booklet #3, Evaluation Procedures. Each staff training module has sample staff learner objectives and evaluation instruments. A basic concept in evaluation methodology is to balance the complexity and cost of the evaluation technique with the cost of the program component being assessed. For example, an evaluation of a two to three-hour staff development program might warrant a 20-minute reaction survey. An evaluation of a 20 to 30-hour graduate level course might warrant a knowledge and attitude test administered pre and post and even, possibly, a several-month follow-up interview or written questionnaire.

Tailoring the evaluation procedure to the program under evaluation is necessary for participant cooperation, cost effectiveness, and also for establishing realistic expectations of results.

The following survey has been used to assess school staff attitudes and knowledge preliminary to staff development programs and as part of a program evaluation. Local needs will dictate the extent of major revisions.

CAREER DEVELOPMENT STAFF SURVEY

Differential Scale: Put an X through the response on the answer sheet that most closely expresses your level of agreement or disagreement on each question: SA (strongly agree), A (agree), UD (undecided), DA (disagree), and SD (strongly disagree). (Answer key, page 12.)

1. Any contacts with people in low status occupations will increase respect and decrease the tendency to stereotype.

2. The career stereotyping process is similar to racial prejudice.

3. Women now largely consider their potential work contributions to be equal to that of men.

4. Men now largely consider women's potential work contribution to be equal to that of men.

5. Elementary children should be guided in such a way that they become more aware of what jobs will be available to them in the world of work.

6. Salary is the single most important determinant for social standing in a community.

7. The higher the level of education one has, the greater the job satisfaction.

8. Most high school on-the-job training programs are for boys only.

9. Career development activities take too much time away from the teaching of basic skills.

10. In an elementary career awareness program a child can come to know him/herself better and thereby become better prepared to make an occupational choice in later years.

11. A knowledge of a foreign language is required for admission to most Minnesota colleges.

12. High school grades are better predictors of college grades than test scores.

13. Most educationally retarded students will never become totally self-sufficient.

14. Most handicapped students are overprotected.

15. An elementary child may begin to clarify his/her areas of interest so that in later years he/she can pursue an occupation that will enhance his/her interests.

Multiple Choice: Put an X through the response or responses on the sheet that you feel are correct.

16. A student with percentile rank of 90 on a verbal reasoning test

A. has twice as much ability as one with a rank of 45.
B. is of college ability.
C. is in the top quarter of the norm group.
D. all of the above are true.

17. The unit of measurement comparison used in measuring aptitudes is:

A. the IQ
B. the percent right on a test
C. other people's performance
D. all of the above

18. Standarized tests can best help us determine:

A. values
B. interests
C. personality traits
D. task difficulty
E. C and D
F. none of these

19. If we know an individual student's general level of scholastic aptitude we can safely predict his/her grades in future schooling:

A. sometimes
B. always
C. only for some schools
D. never

20. If we know the general level of scholastic aptitudes for a group of students, we can reasonbly predict:

A. nothing
B. each student's grades
C. the group's success in college
D. their interests
E. all but A

21. In order for an 18-year-old to enroll in a technical or skilled trade program at a _____ Vocational-Technical Institute, he/she would have to pay tuition of:

A. $750 a year
B. $600 a semester
C. $45 a month
D. none of these

22. A high school diploma will usually insure a student's admission to:

A. a public Vocational-Technical Institute
B. a University of _____ (fill in)
C. a junior college
D. A and C
E. all three of the above

23. The number of different occupations in the United States is:

A. decreasing
B. about 5,000
C. about 10,000
D. above 20,000

24. The most readable information survey source for occupational research is:

A. The DOT: Dictionary of Occupational Titles
B. Employment Opportunities
C. The Occupational Outlook Handbook

25. What percent of high school students go on to earn a 4-year college degree?

A. less than 10%
B. about 20%
C. about 50%
D. about 75%

26. What percent of high school students drop out before completing high school?

A. below 5%
B. about 10%
C. about 20%
D. about 35%

27. What percent of all occupations require a college dregree?

A. less than 5%
B. 5-10%
C. 10-20%
D. 20-30%

28. Approximately how many public Vocational-Technical Schools are in _____(name of state)?

A. 1-10
B. 11-20
C. 21-30
D. more than 30

29. Each individual, because of special interests, abilities and educational opportunities, is best suited for:

A. one job
B. a group of jobs
C. most jobs
D. any job of interest

Differential Scale: Place an X over the response that most closely reflects your level of agreement with each statement.

30. Exploration of occupational clusters is appropriate for elementary students.

31. There is no research to support the contention that interpersonal skills can be taught in a direct way.

32. Research indicates that groups are more productive than individuals on any type of work task - if the group is highly cohesive.

33. The more cohesive a group is, the more productive it will be.

34. Interpersonal skills exercises used in the schools are in the realm of "sensitivity training" and are too controversial to consider using.

35. A democratic vote is the most effective decision-making strategy when commitment to action is required.

36. There are three basic group leadership models.

37. Competition is not emphasized enough in our schools considering the nature of our economy.

Multiple Choice: Put an X over the correct letter or letters for each item.

38. The descriptions best applied to the concept of leadership in a group are:

    A. unique personality traits
    B. an aggressive, but sensitive personality
    C. the personal resources to accomplish the task
    D. friendliness

39. In developing group productivity, emphasis should be placed on

    A. cooperation
    B. competition
    C. the decision-making process
    D. the communication process
    E. congeniality

40. The major reason that people get fired from their jobs is:

    A. poor training
    B. poor attendance
    C. carelessness
    D. can't get along with other people

41. In personal occupational planning, each student should study:

    A. a few occupations
    B. a career cluster
    C. all occupations
    D. the skills of personal planning

Differential Scale: Put an X over the response that most closely expresses your level of agreement or disagreement on each question.

42. It is futile for elementary children to become aware of occupations in the working world because it is a known fact that 70% of the present jobs will not exist when these students are ready to select a career.

43. An elementary teacher has a responsibility to make a positive contribution to a child's ultimate pursuit of an occupational choice.

44. A major goal of a satisfactory career development program is to have students make tentative career choices in the upper elementary and junior high years and a fairly firm choice in the senior high.

45. A career development program should increase vocational education in the schools.

46. Career development is more of a sequence of decisions and choices over a lifetime than a concentrated decision process in one's youth.

47. High school industrial courses prepare students for entry into skilled trades.

48. Upon graduation from high school or college a final career choice is considered desirable by career development authorities such as Donald Super and Wes Tenneyson.

49. Children should enjoy childhood without having to think about jobs too early.

50. Career development planning is relatively worthless because occupations are changing so rapidly.

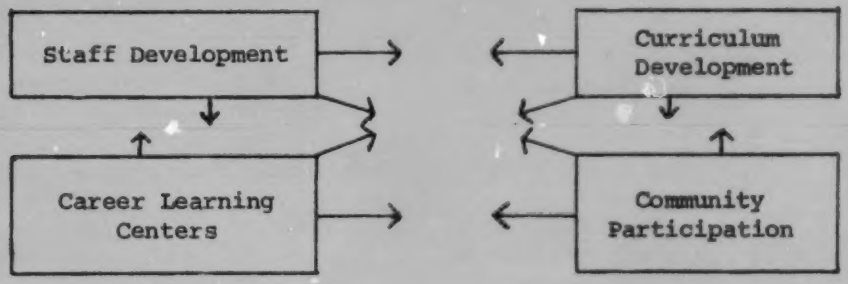
CAREER DEVELOPMENT STAFF SURVEY ANSWER KEY

1.	SA	A	UD	DA	SD	
	0	0	0	1	2	
2.	SA	A	UD	DA	SD	
	2	1	0	0	0	
3.	SA	A	UD	DA	SD	
	0	0	0	1	2	
4.	SA	A	UD	DA	SD	
	0	0	0	1	2	
5.	SA	A	UD	DA	SD	
	2	1	0	0	0	
6.	SA	A	UD	DA	SD	
	0	0	0	1	2	
7.	SA	A	UD	DA	SD	
	0	0	0	1	2	
8.	SA	A	UD	DA	SD	
	0	0	0	1	2	
9.	SA	A	UD	DA	SD	
	0	0	0	1	2	
10.	SA	A	UD	DA	SD	
	2	1	0	0	0	
11.	SA	A	UD	DA	SD	
	0	0	0	1	2	
12.	SA	A	UD	DA	SD	
	2	1	0	0	0	
13.	SA	A	UD	DA	SD	
	0	0	0	1	2	
14.	SA	A	UD	DA	SD	
	2	1	0	0	0	
15.	SA	A	UD	DA	SD	
	2	1	0	0	0	
16.	A	B	**C**	D		
17.	A	B	**C**	D		
18.	A	B	C	**D**	E	F
19.	A	B	C	**D**		
20.	A	B	**C**	D		
21.	A	B	C	**D**		
22.	A	B	**C**	D	E	
23.	A	B	C	**D**		
24.	A	B	**C**			
25.	A	**B**	C	D		
26.	A	B	**C**	D		
27.	A	**B**	C	D		
28.	A	B	C	**D**		
29.	A	**B**	C	D		
30.	SA	A	UD	DA	SD	
	2	1	0	0	0	
31.	SA	A	UD	DA	SD	
	0	0	0	1	2	
32.	SA	A	UD	DA	SD	
	0	0	0	1	2	
33.	SA	A	UD	DA	SD	
	0	0	0	1	2	
34.	SA	A	UD	DA	SD	
	0	0	0	1	2	
35.	SA	A	UD	DA	SD	
	0	0	0	1	2	
36.	SA	A	UD	DA	SD	
	2	1	0	0	0	
37.	SA	A	UD	DA	SD	
	0	0	0	1	2	
38.	A	B	**C**	D		
39.	**A**	B	**C**	**D**	E	
	any of the 3 correct					
40.	A	B	C	**D**		
41.	A	B	C	**D**		
42.	SA	A	UD	DA	SD	
	0	0	0	1	2	
43.	SA	A	UD	DA	SD	
	2	1	0	0	0	
44.	SA	A	UD	DA	SD	
	0	0	0	1	2	
45.	SA	A	UD	DA	SD	
	0	0	0	1	2	
46.	SA	A	UD	DA	SD	
	2	1	0	0	0	
47.	SA	A	UD	DA	SD	
	0	0	0	1	2	
48.	SA	A	UD	DA	SD	
	2	1	0	0	0	
49.	SA	A	UD	DA	SD	
	0	0	0	1	2	
50.	SA	A	UD	DA	SD	
	0	0	0	1	2	

Linking Staff Development to Other Program Components

The essence of a comprehensive career education program is the planned linkages between staff development activities, curriculum development, career learning centers and community participation.

The following diagram shows the mutual strengthening of each program component by the interaction of each upon all the others.



Staff development activities should stimulate curriculum development and the use of career learning centers and should include community participation. In turn, curriculum development, the establishment of career learning centers, and community participation should facilitate staff development. Each of the following staff development modules will include examples of the multiplying effects of staff development and other career education activities.

Developing a pool of local practitioner workshop trainers and obtaining college credit for some of the workshop options will also be stressed in the training modules.

In terms of priority sequence, staff development is first in the Roseville Demonstration Model.

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STAFF DEVELOPMENT MODULE #1

FAMILY CAREER PLANNING SEMINAR

STAFF DEVELOPMENT MODULE #1

FAMILY CAREER PLANNING SEMINAR

Overview

In order to help parents clarify their roles in helping their students make decisions wisely and to help students make their own choices, a family career planning seminar is presented. Having the parents and their children of secondary school age attend the program together facilitates follow-up family discussions and has been well received by participants. Another feature of the Family Career Planning Seminar is the joint program planning by students, parents, and the business and labor community. The execution of the program itself is carried out by school staff and community personnel. For example, information on employment trends and community career exploration opportunities can be presented by business and labor representatives.

One or two planning sessions with student, teacher, counselor, parent, business and labor representatives will pay off in terms of packaging and program appeal. A planning group can also help in brainstorming promotional efforts. A major challenge can be to elicit enough attendance to justify the involvement of a number of planners and a number of implementors. With the large number of activity commitments that typical family members have on any given evening, it's difficult to schedule a program when most interested families can attend.

Promotional activities can include letters or flyers home to parents, press releases to the local papers, PTSA publicity, service groups and ministerial association publicity, community posters and radio announcements. A well-known "keynote speaker" can sometimes stimulate attendance. Even with extensive promotion, attendance is unpredictable and may be disappointing to some of the staff. Program options should allow for a range of attendance and the quality of participant reaction should be stressed over quantity.

Families who do attend will be very interested and will respond accordingly to a well-planned program. Pre-registrations can help planning and stimulate commitment but are cumbersome for a one-session program.

Having a two-session program is tempting but magnifies the problems of attendance and continuity.

An alternative is to build in provisions for follow-up contacts through the career learning centers, the guidance departments, and other programs such as teacher-advisor activities.

Depending upon district size, a general program as described in the following pages might be offered for the whole district or for a group of buildings. The follow-up activities might include a program in each secondary and/or elementary building with emphasis upon specific building programs, educational choices, and age level concerns.

Example Activities

One format which has proved successful is an initial large group program consisting of either a keynote speaker, a panel or a short activity and presentation, followed by three or four small group options which may be offered twice during the evening.

A possible format for a Family Career Planning Seminar might be:

30-45 minutes: Large group activity and presentation on "Myths of Carcer Planning" (See topic outline, page 18.)

or

A keynote speaker discussing potential social and economic technological change and implications for career planning

or

A panel discussing "Career Planning as a Lifelong Process"

Small Group Options, each 30 minutes in length and repeated once

A. Labor Market Trends - a joint school-community presentation

B. Decision-Making in the Curriculum - English and Social Studies examples

C. Junior and Senior High School Options - Counselors (Secondary and Post-High Education Options)

30 minutes: Career Learning Centers open for coffee and informal conversation - all centers and guidance departments represented

The large group activity and presentation on career planning as a teachable process might use the following activity first.

LOOKING AT CAREER DECISIONS

1. Who taught you how to make decisions?

2. What was your most recent career related decision?
(i.e., occupation, education or other major life role decision in family or leisure)

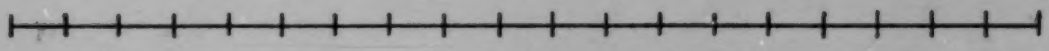
   A. How many alternatives did you consider in making such a decision?

   B. Who influenced your decision?

   C. What were the other influences upon your decision?

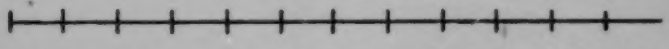
   D. What previous decisions affected this decision?

   E. How do you evaluate this decision now?



Excellent Good Bad

3. What type of goals do you set for yourself?
(Extra credit)



Easy Very Difficult

With some encouragement most participants will try to write out the answers to questions 1 and 2 in ten minutes. If there is time, a ten-minute sharing of answers in small groups is profitable, otherwise a follow-up discussion at home should be encouraged. Some of the conclusions to be made in that follow-up presentation include:

- Most of us have never been taught <u>how</u> to make decisions.
- Most of us consider only a few of the possible alternatives in a given decision.
- Many people and cultural factors, such as the media, influence our decisions in ways we are often unaware of.
- Decisions in each sphere (life, family, friends, play and work) affect each other.
- Decisions in each period of life influence future decisions.
- A follow-up presentation using the following topic outline might be used.

Topic Outline "Myths of Career Planning"

One Big Decision for Life - Career planning is a series of small decisions about education, leisure, hobbies, family and social relationships.

The Sooner One Decides the Better - Career decisions span one's lifetime. Specific commitments are necessary in each life stage.

People and Occupations Can Be Matched Through the Use of Tests - Predictions of difficulty can be made on a group basis for some fields but career planning is much more than testing. For most knowledge and human service occupations, the group predictions based on testing are gross estimates at best.

It's All Logic - Logic and awareness should play more of a role in career planning, but emotion, feelings, and subtle influences are major factors. Few people really actively investigate alternative career roles either paid or non-paid. Self-appraisal and career investigation is hard work, but necessary!

If a panel is used as the introductory large group activity either by itself or as a follow-up to a keynote speaker, the following questions might be used as a guide by the moderator.

Panel Questions: From Your Experiences in Your Setting

1. What implications do you see for young people's career planning, based upon social and economic changes in our society?

2. What are some ways that we can make career plans within the context of rapid change?

3. What are some specific predictions for the job market for the next five to ten years?

4. What kinds of educational experiences would you advise young people to get? (Jr. High, Sr. High and Post High)

5. How would you advise parents who might be frustrated in their ability to help their children with career planning?

6. Some people become pessimistic and fearful about their career planning in light of the huge number of options and rapidly changing labor market. How would you encourage them?

A four or five-member panel might include a range of ages from a recent graduate to a senior citizen. Both paid and non-paid career roles should be illustrated.

The following might be used as a program handout or as part of the promotional flyer.

Dear Parents:

WHAT IS "CAREER EDUCATION?" CAREER EDUCATION means all the activities and experiences through which one learns about work, to make work (paid and unpaid) possible, purposeful and satisfying for each individual. It is much more than vocational training in that it may involve work as part of one's leisure time.

The home and family structure represents a critical and crucial part of the effort required for effective career education. Much of career education's concerns center around student attitudes, work values and career decisions. These are matters that should be heavily influenced by parents. We ask YOU, AS PARENTS, to join this effort!

1. WE NEED PARENTS TO EXPLAIN THEIR OCCUPATION(S) to students in the classroom. Both fathers and mothers are needed. Parents, have you ever told your children, "Don't do what I'm doing?" There can be value in this; however, don't always negate your work, visit with your children in a positive fashion about work. Education itself requires some work!

2. VIEW THE HOME AS, IN PART, A KIND OF WORK PLACE--a place where all family members work, make decisions, solve problems and develop good moral concepts. By showing the skills involved in your own work, you are giving ideas of apprenticeships and the time involved in learning those skills. If children are taught good work habits in school and this is not reinforced in the home, it is of no avail. Teach them punctuality and insist that tasks be completed. This will illustrate good work habits and positive work values that career education programs seek to provide.

3. ENCOURAGE STUDENTS TO DISCUSS CAREER PROBLEMS AND TENTATIVE CAREER CHOICES with you as parents. We should always protect "freedom of choice" for students and avoid forcing premature occupational decisions, BUT we hope to prevent students from making "false" career starts which can often involve consequent feelings of personal failure or simply "falling into" a job. In a 1971 survey, our junior and senior high students rated parents' advice highest (34% - 48%) as influencing their electives and career decisions.

4. THE PURPOSE OF EDUCATION IS NOT PREPARATION FOR MORE EDUCATION; IT HAS TO BE A PREPARATION FOR SOMETHING. We must prepare an 11th grader for something beyond preparation for the 12th grade.

Besides returning to the basic three R's, we are including a fourth - Relevancy! Three elements of society: 1) the formal educational system, 2) the business-labor-industry-professional-government community, and 3) the home and family structure must cooperate if the need for career education is to be fulfilled.

5. VISIT OUR RESOURCE CENTERS AND ENCOURAGE YOUR CHILDREN TO "DROP IN." You don't need to make an appointment. Investigate the many opportunities available, learn the skills and qualifications for certain jobs and discuss the job outlook in those fields.

Program Evaluation

In this instance, a brief anonymous reaction survey is appropriate and might take the following formats.

FAMILY CAREER PLANNING SEMINAR SURVEY - STUDENTS

Name_____

School_____

Please indicate your interest in the following activities:

High Interest	Some Interest	Little Interest	
___	___	___	Class units on career planning
___	___	___	Using the Career Learning Centers during the school day
___	___	___	Having classroom speakers on careers and career planning
___	___	___	Interviewing people in the community

Other Suggestions:

_____

_____

_____

(Please tear off)

PROGRAM EVALUATION:

The strengths of this program were:

The weaknesses of this program were:

In general, the program was: Very Helpful Helpful Not Helpful

Suggestions or Comments:

FAMILY CAREER PLANNING SEMINAR SURVEY - PARENTS

Name_____

Phone No._____

Please indicate your interest in the following activities:

High Interest	Some Interest	Little Interest	
____	____	____	A follow-up two or three-session evening seminar on career planning
____	____	____	Another two-hour workshop focusing on: _____ _____
____	____	____	Speaking to a class on some aspect of career planning. Possible topics: _____ _____ _____

Other Suggestions:

_____

_____

(Please tear off)

PROGRAM EVALUATION:

The strengths of this program were:

The weaknesses of this program were:

In general, the program was: Very Helpful Helpful Not Helpful

Suggestions or Comments:

STAFF DEVELOPMENT MODULE #2

MID-CAREER CHANGE SEMINAR

STAFF DEVELOPMENT MODULE #2

MID-CAREER CHANGE SEMINAR

Overview

Offering career planning programs for community residents and school staff provides several benefits to a comprehensive career education program. Adult programs demonstrate the concept of career development as a lifelong process, stimulates the school's program staff to validate their procedures with adults, and elicits both school and community people in planning, implementing, and participating in a common program. Adult programs can be self-supporting by charging a nominal registration fee which also helps attendance continuity.

Promotional efforts and program activities can focus on both the career needs of men and women, employment reentry, employment change and nonpaid career roles. Community residents and school staff members should be encouraged to attend.

Promotion is likely to be easier for mid-career programs than for family career planning. Adult education brochure listings, community flyers and newspaper articles are promotional strategies. A Community Career Survey such as on page 3 might be sent to those who express an interest.

Three to four sessions, each two and a half hours long, are suggested for initial efforts. Planning and program execution activities are ideal opportunities for school staff and business and labor representative collaboration. For example, presentations on job-seeking skills, including resume writing, interviewing, and application strategies are most credible when done by employers and personnel workers.

Example Format and Activities

Rationale: Career planning is a continuous process as the individual and the environment change.

Career planning includes looking at a variety of sources of life satisfaction - both within the job setting and outside of it.

Career planning must focus on individual strengths and how they contribute to both personal and organization success.

Career planning involves examining the barriers which inhibit productivity.

Objectives: Participants will be able to:

1. Make realistic assessments of themselves, using a variety of methods.

2. Identify career patterns compatible with their goals, abilities, values, and realities.

3. Learn techniques which enable them to set, implement, and evaluate both short and long-term goals.

4. Identify the job possibilities in the employment setting and make realistic decisions about the alternatives including nonpaid career roles.

Example Agendas: Mid-Career Change

Session I

1. One Hour Large Group Presentation and Discussion: "Adult Development - Fact or Myth?" (See handout pages 24-27.)
2. 30 Minutes: "Career Planning - What Is It?" (See Topic Outline page 28.)
3. 20 Minutes: Coffee Break and Questions
4. 40 Minutes: Lifeline Activity, page 28.

Session II

1. 30 Minutes: Questioning Personal Values
2. 30 Minutes: 20 Things I Love To Do.
3. Coffee and Questions
4. Self-Appraisal, Individual Activity and Sharing in Trios

Session III

1. 45 Minutes: Job Investigation Tool: The DOT, The Occupational Outlook Handbook, "The Self-Directed Search."
2. 45 Minutes: "How to Demonstrate Your Competencies": Resume Writing, Job Application Strategies.
3. Coffee
4. 45 Minutes: Goal Setting and Follow-up Resources in the Community.
5. 5 Minutes: Evaluation

Session I - Example Activities and Content

In Session I, the following handout on adult development might be used.

ADULT DEVELOPMENT - FACT OR MYTH?

Jean M. Kummerow
April, 1977

1. That adults change, grow, and/or develop rather than just age is now no longer a myth. The current myths of adult development, instead, center on the forms these changes take and on how predictable (how age related) the changes really are.

2. There are many approaches to the study of change in adults - biological, sociological, social psychological, developmental, etc. The focus of this presentation will be the approach some call "life-stages." Life-stages incorporate many aspects of the other approaches.

3. Life-stages are based on the notion that adults similar in age encounter similar pressures, situations, events and problems. A summary description of life-stages follows. These descriptions are synthesized from many authors including Gould, Levinson, Sheehy, Havighurst, Neugarten and Erikson.

   a. Leaving the Family (Late Teens and Early Twenties)

      Person is half in and half out of the family - efforts are made to separate from the family, to develop a new home base, to reduce dependence on familial support and authority.

      Autonomy is being established but may be in jeopardy.

      Peer group influence may be very strong and impose its beliefs.

   b. Provisional Adulthood (Early Twenties to Late Twenties)

      Exploration and provisional commitment to adult roles.

      Occupation or occupational direction being established.

      Autonomous from family but may still have to prove to parents his/her adultness.

      A mentor may be acquired.

      A dream in an occupational context is formed.

      Two strong impulses: (1) To build a firm, safe structure for the future, to be set. (2) To explore and experiment, to keep things tentative.

      Person is doing what he/she is supposed to be doing according to the prevailing culture.

      Interpersonal intimacy (not just in sexual sense) is sought.

      If married, the marriage is highly valued.

   c. Age 30 Transition (Late Twenties and Early Thirties)

      Questions such as these are asked:

         What is life all about now that I'm doing what I'm supposed to?

         Is what I am the only way for me to be?

         What do I want out of life?

         Why can't I be accepted for what I am, not what others (especially my spouse) expect me to be?

      A change in the life that was put together in the twenties occurs.

d. Settling Down (Early Thirties to Late Thirties)

Deeper commitments are made as person invests more of self in work, family and valued interests.

Person is settling down with order, stability, security, and control.

Person is moving up with planning, striving, and long-range planning.

Reduced social life outside of own family. Focus is on raising one's own children.

Continued dissatisfaction with marriage.

Second phase of this is the feeling of constraints at work, in marriage and in other relationships.

e. Mid-Life Transition (Late Thirties and Early Forties)

Person takes a hard look at what "I've reached at this point and what it is I really want." The dream of the 20's is inspected. This is seen as the last chance in life to make it big.

Recognition of one's own mortality - it becomes time left to live, not time since birth.

Sense of bodily decline, the decline in energy and in health.

Reduction of distinctions between "masculine" and "feminine" personality characteristics. Men begin to live out their passivity, sensuality, tenderness; women may become more domineering, independent, and unsentimental. Men may seek more affiliation; and women, more achievement.

Generativity, the responsibility to care for the next generation, becomes very important.

f. Stabilization (Early Forties to Early Fifties)

This is a steady stage although it may not be satisfying.

There may be a change in the type of work, e.g., the actor becomes a director.

Marital satisfaction increases.

Acceptance that some of the great questions in life, i.e., spirituality, may never be answered.

g. Impending Decline (Early Fifties to Retirement)

Continuation of the preceding life-stage. Leading, helping, and managing roles, but with the knowledge that this will change with retirement.

Mellowing. Avoidance of emotion-laden issues. Preoccupation with everyday joys and problems.

Parents no longer blamed for one's own problems.

One feels less responsible for one's own children and begins to equate children's approval with the approval of the spouse and self-approval.

Growing inferiority - privacy becomes increasingly important.

h. Examination and Old Age (Retirement to Death)

This life-stage may be more of a defensive strategy, that is of "holding on to life rather than seizing more of it."

Adjustment to decreasing physical strength and health. The "Young Old" are healthy and active; the "Old Old" are not.

Adjustment to the death of those one is close to.

Examination of one's life (a life review) and an acceptance of that life.

4. A caution about life-stages. They are based on only a few research studies that are very limited in scope. Samples were small and biased toward white, middle-class males. Replication of the studies is difficult.

5. The study of life-stages has helped to legitimize that adults change and have crises. However, educators, businessmen, counselors, and laymen alike have already gone beyond the scope of the research in suggesting uses for life-stages concepts.

References

Erickson, E., "Growth and Crises of the Healthy Personality," Psychological Issues, 1959, 1, 50-100.

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Levinson, D. J. et al, "Periods in the Adult Development of Men: Ages 18-45," The Counseling Psychologist, 1976, 6 (1), 21-25.

Neugarten, B. L., "Successful Aging in 1970 and 1990," in E. Pfeiffer (Ed.), Successful Aging, Durham, North Carolina; Center for the Study of Aging and Human Development, 1974.

Sheehy, G., Passages: Predictable Crises of Adult Life, New York; E. P. Dutton, 1976.

In discussing adult life-stages, one might ask the participants to list some ages such as 19, 21, 29, 34, 40, 48, 56, 65, and 75 and write down generalizations for each age about:

parents, spouse, children, work, career roles, and self-feelings.

It should be pointed out that the research on adult life-stages is very sketchy with controversial interpretations.

The content of the three sessions goes from the highly general (adult development) to the highly specific (resumes and job interviews). The increasingly specificity of program contact needs to be pointed out early to meet the expectations of those wanting concrete information.

The presentation on "Career Planning - What It Is" might cover:

Career Planning is -

Hard work

Stressful and risky

Life-long

Inclusive of leisure, family, employment, and social life

Self-appraisal of values, skills, and interests

Detailed enough for accountability.

The lifeline activity has many variations. The following definitions have worked successfully:

Lifeline Activity (30 to 40 minutes)

Draw a baseline marked by two to five-year segments up to and beyond your present age. The lifeline (or baseline) can be horizontal or a curve representing "ups and downs." Indicate on the lifeline achievements of past life.

Boast a Little - Boast a Lot

Don't use job titles, offices, titles or positions - describe achievements. Put in as many concrete examples as you can. Consider hobbies, family activities, education, leisure, employment, volunteer work.

Feel free to bounce back and forth between time segments.

Also project at least two accomplishments in the future.

After completing your lifeline, share with two or three other people the things you want to.

Session II - Example Activities and Content

"Questioning Personal Values" - a list of values can be provided such as the following examples with provisions for adding to it:

Having a high-paying job.

Being own boss at work.

Being able to help others.

Having power.

Being recognized as being intelligent.

Having many friends.

Being attractive.

Being important.

Having a happy family life.

Working with people.

Being able to work alone.

Having good health.

Being able to decide how to use time.

Being able to move from one place to another when I want to.

Ask the participants to rank in importance the ten highest and also to rank the ten highest in current satisfaction. Discuss the need to look at both areas of satisfaction and dissatisfaction in terms of both paid and nonpaid career roles. This is a good place to discuss the high expectations people in our society have of life in general and employment in particular. Point out the need to carefully score our personal environments for self-actualization opportunities in paid work both on present job, if we have one, and contemplated positions as well as opportunities in family activities, leisure, education, and volunteer work.

"Twenty Things I Love To Do" - This activity can be introduced as follows:

Bruce Sillers

THINGS I LOVE TO DO

In the spaces below, list 20 (give or take a few) things you love to do or really like to do. No one else will see this list unless you choose to show it, so be honest. There obviously are no right or wrong answers. (The discussion leader will tell you how to use the columns after you've finished.)

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Self-appraisal Activity - The "Twenty Things I Love To Do" activity can be followed up with an adaptation of the "Skills Dictionary" and "Building Block Skills" exercises in What Color Is Your Parachute? by Robert Bolles. The Bolles book might be recommended for purchase. The labelling and classification of personal skills, using the U. S. Department of Labor's "Data, People, Things" nomenclature, leads nicely into the use of job investigation tools in Session III.

Session III - Example Activities

"Job Investigation Tools" - The Dictionary of Occupational Titles (D.O.T.), because of its comprehensiveness, might be explained and sample pages reproduced and handed out. Because of the complexity of the D.O.T., it might be easier to suggest other resources and tools such as the Occupational Outlook Handbook and the "Self-Directed Search" by John Holland. Copies should be passed around and the resources of the career learning centers might be made available for follow-up activities on an individual or small group basis.

"Demonstrating Your Competencies: Resume Writing and Job Application Strategies" - Using a business community resource person is particularly effective. The following guidelines for resumes and job-seeking might be handed out:

YOU AND YOUR RESUME

A good resume is the first step to obtaining a new position. The majority of all people interviewed and hired are introduced to their new employers by their resumes. So time, effort and thoughtful consideration must be given to the preparation of your resume.

These suggestions are offered as a guide to writing your resume. Your own personal circumstances and objectives may dictate changes in format or content; but the basic outline and the hints that follow are important.

Masthead:

This should contain your full name, address and home telephone number, centered toward the top of the page.

Job Objectives:

The essence of your objectives section is to state specifically what industry you know best and what functions you can do best. Don't be narrowly restrictive as to type of job, location, and your demands in a new job, as such statements will only defeat your objectives of getting the interview.

If you want to try to change career direction, you may want to have two resumes, each with a different objective. Or you may prefer to convey this information in a cover letter.

Experience:

Your experience should always be presented in reverse chronological order, with your most recent experience first. If you have

lengthy experience with a particular company, you can divide the time into specific assignments. Include your job title, duties and responsibilities, length of each assignment, and examples of your accomplishments. Indicate, whenever possible, the type of products which were involved, computers utilized, etc. Be specific--a prospective employer is interested in knowing your ability to contribute to the organization.

Military Service:

Experience in the Armed Forces should be listed in the summary of business experience. The weight given to military service depends on its contribution to your story. Significant responsibilities that would enhance your qualifications should be reported.

Education:

You have to decide how much to include. If you have a college degree or particular technical training, list the school, date of graduation, and field. Recent graduates might list some extra curricular activities or awards. Whatever you do list, make sure it is significant, relevant, and helps reinforce the image your resume conveys.

Personal Information:

Most employers are interested in your marital status, age, security clearance, and citizenship. If you feel there is a particular item that is important, such as willingness to travel or relocate, include it.

Cover Letters:

In applying for any position, a cover letter is a valuable tool. It sets the tone for your resume, and should convey your interest, what in general your background is, salary information, location preference, and any specific information required by an advertisement which your resume doesn't contain.

This letter should be addressed to the employment manager, or if you are answering an ad, to the person whose name appears in the advertisement.

When your resume is complete, review it and see if it meets the following criteria:

1. Does not exceed two typed pages.
2. Accounts for all of your pertinent experiences.
3. Includes dates for all positions and schools.
4. Names all of the employers listed.
5. Is it YOU?

SOURCES OF EMPLOYMENT OPPORTUNITIES

There are a number of standard sources of employment information that should be searched:

- Local and national newspaper classified advertisements, such as the Wall Street Journal, New York Times, etc.
- Trade and professional publications
- State employment services
- College placement office
- Employment agencies
- Friends and neighbors

Chamber of Commerce business directories cover the local area. If you wish to survey the market nationwide, check Moody's Industrials, a book which gives a synopsis of firm size, location, plants, and officers of all companies whose securities are traded, and similar publications such as Dunn & Bradstreet, Thomas Register, etc.

Don't forget government jobs. The best listing for federal employment opportunities is in the "Federal Times" and the local civil service office. There are also city, county and state offices to check on, locally and in other areas. Consider some of the broad categories of employers:

- Hospitals, universities, school systems
- Service firms, banks, financial organizations
- Government (federal, state, local) community or welfare agencies, trade associations
- Self-employment

Get the names of people in industry to write to. Talk to people about the kinds of requirements it takes to do their kind of job. Most people like to talk about what they do and how they got into their line. You'll find some good clues. Carry a notebook with you at all times. You're looking for names and prospects to build your job search mailing list. The key point of your advertising program is to broadcast your availability widely. Avoid being too selective in making your inquiries. This phase of the process is designed to open up leads for you, to get the interviews at which you can show your real self while also sizing up the employer. Attached is a list of prospective employers in the local area. (Attach such a local list if one is available.)

If you are interested in going into business for yourself, contact the local office of the Small Business Administration which can fill you in on the implications of owning your own business. Material is available on taxes, insurance, and management requirements, and the agency often holds a monthly seminar in various locations to discuss these topics.

YOUR JOB INTERVIEWS

After your resume has gotten you through the door, it is up to you to sell yourself to each prospective employer. The time spent interviewing is the key to success, during which you can do much to reinforce the positive impressions your resume has created.

Your role during the interview is that of a salesperson whose product the customer needs. Whether you are the best model for the job still isn't certain, but you have the interviewer's attention and can easily convince him/her.

Impressions are vitally important. The first impression sets the tone of the interview. Given a positive impression, most interviewers will build on it and come out thinking that the person they've spoken to can do the job. It's up to you to set this positive first impression, and to reinforce it throughout the remainder of the interview.

There are a number of steps you can take to ensure you make the best impression. Here are some of them:

A. Appearance:

Even in the era of relaxed standards, certain minimum levels of appearance are important. Neatness counts. A disheveled appearance can quickly eliminate you from further consideration.

B. Be Rested:

If you're tired, it shows. It also cuts down on your efficiency, how well you think, and how well you convey your thoughts to others. Get a good night's sleep. If you're traveling, try to arrive the night before. Being rested means you're at your best.

C. Be Relaxed:

Certainly, an interview is a time of strain, with a lot at stake. But remember, if you strain, you'll have trouble conveying information, the goal of the interview. Most interviewers will try to help you relax, by starting the interview with small talk on the weather, sports or that morning's news. Use this time to relax, to loosen up and to get ready to discuss yourself.

D. Know the Company You're Interviewing:

One of the simplest methods of impressing someone with your interest and sincerity is to come into the interview with some knowledge about the company. An hour at the library reviewing Standard and Poors, or a talk with a stockbroker can give you a fine insight into the history, size, and products of the company you're visiting.

E. Know the Contents of Your Resume:

This is the starting point for your visit, and the employer has based his interest on the information the resume contains. Know the dates, the companies, and all other information you may have in it.

F. Be Prepared:

Think through what you'll be saying before you get there. Generally, most interviews concentrate on three areas: education and work skills, previous employers and previous accomplishments. The last is the most important, since future performance can best be predicted by past performance. Be prepared to relate not only what your responsibilities were, but what you accomplished in relation to them.

You can't rehearse your role in an up-coming interview because you don't know exactly what questions will be asked. However, most interviews follow a rather simple question-and-answer technique. Here are a few questions usually asked during a job interview:

1. Why do you think you want to work for our company?
2. What do you know about our company?
3. Why do you think you would like this particular job?
4. What do you think determines a man's or woman's progress in a good company?
5. Why do you think you are qualified for this job?
6. Do you prefer working with others or by yourself?
7. What do you expect to be doing five years from now?
8. What kind of boss do you prefer?
9. What salary do you expect?

G. Be Honest:

The job may include factors which might interfere with your being able to meet the job requirements, for example, excessive travel or future relocation might be required. If you feel you cannot meet these demands, say so. If you sufficiently impressed your interviewer, some arrangements might be made. If not, taking a job which has within it a basic dissatisfier will only make you an unhappy employee.

H. Ask Questions:

Asking questions is one of the best ways of demonstrating your interest. Questions on work practices, promotion policies, salaries, and benefits are expected.

I. Be Pleasant:

Even if you are not interested in the position being discussed, your questions might uncover something of greater interest. If you've eliminated your changes by being curt, the second job will be as closed to you as the first.

J. Be Confident:

When the interview comes to a close, you may not know where you stand. Don't worry. Perhaps there are others applying for the job, or they may want to check your references. Be patient. Don't forget to thank the interviewer for his time and consideration. Smile - and show as much confidence as you leave as you did when you came!

"Goal Setting" - Specifying realistic short-range goals should be emphasized. Taking personal responsibility for one's career status is emphasized in the goal setting activities.

The following goal setting activities are suggested:

ACTION PLANS Bruce Sillers

What specific things can you do which will move you toward your goal?
What resources (people, materials, knowledge, support, money) do you need in order to accomplish your goal--or even to begin working on it?
What is your target date for completing each specific step? For accomplishing the entire goal? (Be sure that you will have something completed within the next week or less, and keep regular progress moving after that.)

1. _____

2. _____

3. _____

4. _____

5. _____

Bruce Sillers

REMOVING OBSTACLES

What can you do to eliminate or lessen the effect of any of the obstacles or shortcomings? (Note that you need not eliminate the block entirely. Anything you can do to lessen the force of the obstacle will start you moving toward your goal.)

Obstacle	What you can do about it.

STRENGTHENING FACILITATIVE FORCES

What can you do to strengthen or increase the effect of any of the helping forces or facilitators?

Facilitating Force	What you can do about it.

EVALUATION

The following survey will provide information for program improvement.

MID-CAREER CHANGE SURVEY

The strengths of the programs were:

The weaknesses of the programs were:

In general, the sessions were:

_____ Very Helpful _____ Helpful _____ Not Helpful

In terms of my own career planning, I

Suggestions/Comments:

Optional Handouts and Activities

The following optional handouts may also be used if time permits:

Career Planning Workshop
Arland N. Benson
Jean M. Kummerow
Bruce D. Sillers
Anita Steinbicker

CHANGES EXERCISE

List ten changes that have occurred in your life within the last ten years. Ignore the columns to the right until you have completed your list.

The Change	(a) P-U	(b) 1-5	(c) People	(d) +/-	(e) C-Q	(f) Pa	(g) Age
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Now in the columns to the right analyze those changes according to these questions (use the codes suggested):

(a) Was the change planned (P) or unexpected (U)?
(b) How much stress was there in this change? Use a 1-5 scale:
1 = low 5 = high
(c) Name a few of the significant people involved in this change?
(d) Did you view this change as positive (+) or negative (-) at the time?
(e) Do you feel this change was a common occurrence (C) or was unique (Q) to you?
(f) Which of these changes happened to your parents (Pa)?
(g) How old were you when this change occurred?

Pick out three changes which, in retrospect, you feel contributed most to your development. Discuss these with someone else in the workshop.

HOW THE WORK WORLD IS CHANGING

In career planning we need to consider the many changes in our society. Changes in society affect us now in our daily lives and how we think and plan for the future. Some of the changes we are experiencing now include:

1. Services to people are increasing.

   Examples: Various governmental agencies at all levels are employing an increasingly larger percentage of the labor force in several occupations.

2. Skills as a resource are increasing in importance to society.

   Example: Technological and human helping skills in a variety of settings and levels of complexity are increasingly needed in our society. Upgrading of skills and re-training will probably be a recurring part of our life pattern.

3. Opportunities for starting your own business are declining.

   Example: Starting your business and being your own boss is harder to do. Often, people must be part of an organization and work team. Being an independent worker is less likely than being a dependent worker.

1850's	50% of workers on wages or salaries
1950's	80% of workers on wages or salaries
1970	90% of workers on wages or salaries

4. Men and women of all groups, including minorities, expect a satisfying life.

   Example: Most people in our society expect to be able to develop their interests and abilities and achieve self-fulfillment. A personally rewarding life-style is felt to include our occupational life. A career of self-satisfaction and contribution to society is expected by women as well as men. All geographical and social and minority group members have increasingly higher expectations. Often people become frustrated with their hopes of being "self-actualized." Much of our society and occupational structure produces worker alienation.

5. Women are an increasing percentage of the work force.

   Examples: Women compose approximately 43% of the labor force at the present time.

   Women are discriminated against in terms of: salary, promotions, working conditions, fringe benefits, family role stereotypes and parent role stereotypes, including child care.

6. More people are changing their occupations several times during their lifetimes.

   Examples: One estimate is that an average occupational change rate will be five to seven during a lifetime.

   How drastic the degree of these changes will be is vague at this time.

   More career ladders with less stressful career pattern changes are needed.

   We must plan for change - the rate of change is likely to increase in our lives. The exact nature of these changes is harder to predict.

7. People are living longer.

   Example: Much of the age span increase has come from prevention of childhood diseases. Very little has come from improvement of the health of the middle-aged and older.

8. People have more education.

   Example: Some of this education has not been useful for society's needs, at least as reflected in the labor market, but usually education has increased people's expectation as to self-fulfilling and rewarding work (and thereby often increasing worker alienation).

TABLE 1 CATEGORIES IN ROE CLASSIFICATION OF OCCUPATIONS

GROUPS	LEVELS
I. Service	1. Professional and Managerial 1.
II. Business Contact	2. Professional and Managerial 2.
III. Organizations	3. Semiprofessional, Small Business
IV. Technology	4. Skilled
V. Outdoor	5. Semiskilled
VI. Science	6. Unskilled
VII. General Cultural	
VIII. Arts and Entertainment	

TABLE 2 TWO-WAY CLASSIFICATION OF OCCUPATIONS

	Group							
Level	I Service	II Bus. Contact	III Organization	IV Technology	V Outdoor	VI Science	VII Gen.Cultural	VIII Arts & Entmt.
1	Personal therapists. Soc. work supervisors. Counselors.	Promoters.	U.S.Pres.and Cabinet officer.Industr. tycoon.International bankers.	Inventive geniuses.Consulting or chief engineers.Ships' commanders.	Consulting specialists.	Res.scientist Univ.,college faculties.Med. specialists. Museum curators.	Supreme Court Justices.Univ., college faculties.Prophets.Scholars.	Creative artists,Performers,great, Teachers (univ.equivalent).Museum curators.
2	Social wrkrs. Occupational therapists. Probation, truant officers (with training).	Promoters. Public relations counselors.	Cert.public accountants. Bus. & govt. execs. Union officials. Brokers, average.	Applied scientists.Factory managers. Ships' officers. Engineers.	Applied scientists. Landowners and operators(lg). Landscape architects.	Scientists, semi-independent. Nurses. Pharmacists. Veterinarians.	Editors. Teachers, high school and elementary.	Athletes. Art critics. Designers. Music arrangers.
3	YWCA official.Detectives,police sgts. Welfare wrkrs. City inspectors.	Salesmen: auto, bond, insur.,etc. Dealers,retail and wholesale. Confidence men	Accountants, average, Employment managers.Owners, catering,drycleaning,etc.	Aviators. Contractors,Foremen (DOT I). Radio operators	County agents.Farm owners.Forest ranger. Fish, game wardens.	Technicians, med.,X-ray museum. Weather observers. Chiropractors.	Justices of the Peace. Radio announcers. Reporter. Librarian.	Ad writers. Designers. Interior decorators. Showmen.
4	Barbers. Chefs. Practical nurses. Policemen.	Auctioneers. Buyers (DOT I).House canvassers.Interviewers,poll.	Cashiers. Clerks,credit express, etc. Foremen, warehouse. Salesclerk.	Blacksmiths. Electricians. Foremen (DOT II). Mechanics, average.	Laboratory. testers,dairy products,etc. Miners. Oil well drillers.	Technical assistants.	Law Clerks.	Advertising artists.Decorators, window,etc. Photographers. Racing car drivers.
5	Taxi drivers.General house workers. Waiters. City firemen.	Peddlers.	Clerks, file, stock, etc. Notaries. Runners. Typists.	Bulldozer operators.Deliverymen. Smelter workers. Truck drivers.	Gardeners. Farm tenants. Teamsters, cow-punchers. Miner's helpers.	Veterinary hospital attendants.		Illustrators, greeting cards. Showcard writers. Stagehands.
6	Chambermaids. Hospital attendants. Elevator operators. Watchmen		Messenger boys.	Helpers. Laborers. Wrappers. Yardmen.	Dairy hands. Farm laborers. Lumberjacks.	Nontechnical helpers in scientific organization.		

CAREER PLANNING RESOURCES

Bolles, Richard N., What Color Is Your Parachute?, Ten Speed Press, Box 4310, Berkeley, California 94704, 1972. A practical and readable paperback covering self appraisal and job seeking skills.

Crystal, John C. and Bolles, Richard N., Where Do I Go From Here With My Life?, The Seabury Press, 815 Second Avenue, New York, New York 10017, 1974. A paperback workbook detailing activities for self instruction in career planning.

Levitan, Sar A. & Johnston, William B., Work Is Here to Stay, Alas, Olympus Publishing Company, 937 East Ninth South, Salt Lake City, Utah 84105, 1973. Reviews the history of work and worker satisfaction and dissatisfaction.

Sheehy, Gail, Passages, E. P. Dutton & Co., Inc., 201 Park Avenue South, New York, New York 10003, 1976. A very reliable reporting of adult life stages of development based on interviews.

Turkel, Studs, Working, Avon Books, A division of The Hearst Corporation, 959 Eighth Avenue, New York, New York 10019, 1974. Interviews with people in various occupations.

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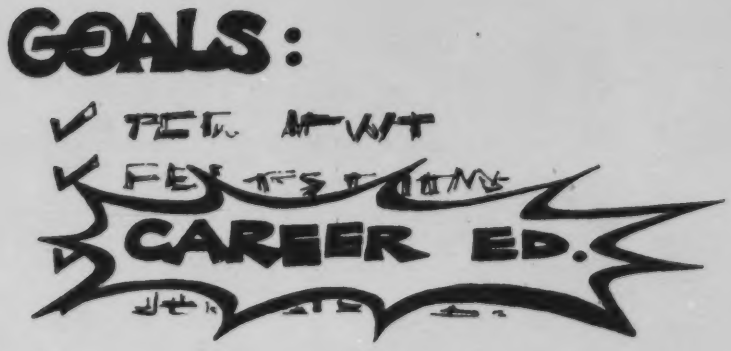
STAFF DEVELOPMENT MODULE #3

INTRODUCTION TO CAREER EDUCATION

Overview

Some school staff and community members need to have an in-depth background in the concepts, issues, and materials of career education if the school district is to develop a truly comprehensive career education program. It may not be feasible for all staff, or even most staff, in the short range, to develop an in-depth background. The goal is to offer optional in-depth experiences beyond the typical short term in-service activities to as many staff as possible. If the school district has intensive, organized in-service time built into the school calendar, the timetable for staff development may be shortened considerably. If the district is relying primarily on limited, scheduled in-service time and after-school or summer voluntary programs with graduate credit and/or other participation incentives, it may take three to five years to get a large percentage of the staff involved. A gradual, voluntary staff development also has some advantages. Although voluntary programs will appeal to a wide range of attitudes and commitments including staff who need the credit or money, there are likely to be fewer active resistors and saboteurs than in a compulsory program. A graduate program of staff development also puts less pressure on training staff, provides the opportunity for between session improvements and provides time for individual staff members to integrate new concepts and skills and become models to other staff. This Staff Training Module and Modules 4, 5, and 6 on Teacher Advisor Skills, Group Work Skills and Implementing Strategies are based upon an in-depth two-credit quarter graduate level course model. Other incentive models might be used, including paid time which is more expensive--at least in the short range.



Learner Objectives

The learner objectives for these training modules cover:

1. A perspective both historical and cultural, regarding the meanings of work and the work ethic.
2. An awareness of the career development needs of people at various life stages.
3. An awareness of employer expectations of schools and perspective employees (as well as an opportunity to share expectations of employers).
4. An awareness of various life-styles and socio-economic factors.
5. Practical student centered activities which facilitate career development.
6. An awareness of educational and employment options available to students.
7. The development of counseling and student advising skills.
8. An awareness of change process as it applies to individuals and organizations.

Objectives one through six receive emphasis in this Introduction to Career Education module.

Target Groups

It is desirable to encourage participation by school staff K-12. Bringing together teachers, counselors and administrators from the different guide levels is a real advantage in career education workshops. Articulation efforts are facilitated and the implementation of career education over grade levels is easily seen. Any school staff members who have student responsibilities, such as instructional aides, should be encouraged to participate. Community members interested in the graduate credit incentive might participate. Particular sessions might appeal to community visitors.

Funding and Staffing

If graduate credit can be arranged, the program can be self-supporting. The credit-granting college or university will have instructor pay which should take care of staff expenses. Ideally, a district staff member can be designated as the on-site instructor. Each college or university will have a policy as to part-time staff. If the school district does not have a nucleus of expertise to handle the major instructional responsibilities initially, the higher education agency may be willing to send an instructor out to the school. It is desirable to hold most of the sessions in the schools. At least one session should be held in one of the career learning centers. The convenience of a short drive and easy parking after a school day is important to staff. If possible, sessions might also be held in business and labor settings. Business and labor representatives, other school district leaders in career education,

and State Department of Education personnel also make good resource people for the workshop. For school staff members to be designated as teachers of other school satff in graduate course workshops may seem difficult and it is. However, there are always "relative experts" in any setting and much of the instructor's (s') role is to organize the resource people and activities. Support and teaming from the higher education staff is initially vital. For example, ongoing collaboration between the Roseville Area Schools and the University of Minnesota has included team teaching and consultation over a seven-year period. Actual staff exchange experiences between the school district and the college or university could be a natural outgrowth of such activities.

Format Overview

The activities to be discussed here were offered in a two-graduate-credit workshop held in seven to eight two and a half hour weekly sessions after school. A six-hour community experience was also required as well as an outside-the-workshop project, usually involving students. The outside project was written and usually took at least ten to twelve hours of outside time. Each credit granting agency will usually have specific standards for credit requirements including class time.

Promotional Activities

If there are pay or credit incentives as well as such factors as convenience, administrative encouragement, and program creditability, promotion is largely distributing flyers. Minimum numbers will be required for each workshop offered if the credit pay basis is used. Maximum numbers should also be established contingent upon the format of the sessions. The module workshops were most effective when the numbers were no more than 30. After one or two workshops have been offered, the reputation among staff will be the strongest promotion.

An example flyer is on page 48.

48

CAREER EDUCATION *workshop*

OFFERED BY

THE

ROSEVILLE AREA SCHOOLS

THROUGH THE

UNIVERSITY OF MINNESOTA

EXTENSION DIVISION

Credits: 2 graduate level quarter credits per course option

Date, Time: 4:00-6:30 p.m. (6 additional hours arranged)

Tuition:

Place: Parkview Junior High School (Rooms to be arranged)

Instructors: Arland Benson and other practitioners

Offered to: Teachers, principals, counselors and other staff in all discipline areas and grade levels.

Focus: The development of practical educational plans and materials.

* *

THE INTRODUCTORY COURSE OR ITS EQUIVALENT IS RECOMMENDED, BUT NOT REQUIRED, BEFORE TAKING ONE OF THE 2-CREDIT OPTIONS. IT IS POSSIBLE TO REGISTER ONLY FOR A 2-CREDIT OPTION. IT IS ALSO POSSIBLE TO TAKE ONLY THE 2-CREDIT INTRODUCTION.

* *

Introductory Course Content

(2 Credits)
Thursdays

- The goals of career life-style education
- Issues in career education
- Alternative futures
- Interdisciplinary approaches to career education
- Materials, methods and resources for career education
- The career needs of special populations
- The changing roles of men and women
- Development of self-awareness and decision-making skills
- Business and community visitations

- - - - - - - - -

Thursdays

- - - - - - - - -

Sub-course Options (2 Credits each)

A. Teacher-Advisor Skills (building relationships, communication & typical problems)

B. Teaching Group Work Skills relating to potential career roles (in the classroom)

C. Implementing Career Education (infusion and evaluation techniques)

- - - - - - - -

Example Agendas

INTRODUCTORY CAREER EDUCATION WORKSHOP

Agenda for Session I

10 Minutes	Registration
10 Minutes	Pretest
40 Minutes	"What's Needed in Our Schools?" (Small Groups of 3-5 People)
10 Minutes	Break
40 Minutes	What is Career Education?
20 Minutes	Class Projects - Visitations, Small Group Planning

Handouts:
(1) What is Career Education?
(2) Career Maturity: A Suggested Scope and Sequence
(3) Visitation Forms (Three)

Agenda for Session II

35 Minutes	Career Education: Is It Needed? National Needs Assessment Local Needs Assessment Small Group Reaction Class Sharing
10 Minutes	Break
55 Minutes	Career Education Objectives and Issues The Meaning of Work
30 Minutes	Small Group Planning for Visitations

Agenda for Session III

70 Minutes	Career Education in the Elementary School
10 Minutes	Break
70 Minutes	The Issues of Worker Alienation and Job Redesign

Agenda for Session IV

70 Minutes	Career Education in the Secondary School
10 Minutes	Break
70 Minutes	Career Decision-Making: A Teachable Process

Agenda for Session V

75 Minutes	Career Learning Centers (Meet in one center)
10 Minutes	Break
65 Minutes	Alternative Futures: Implications for Career Education

Agenda for Session VI

60 Minutes	An Interdisciplinary Approach to Career Education
10 Minutes	Break
80 Minutes	School-Community Collaboration

Agenda for Session VII

70 Minutes	Sex Role Stereotyping and Career Education
10 Minutes	Break
70 Minutes	Special Needs Populations and Career Education

Agenda for Session VIII

70 Minutes	Reporting on Community Visits
10 Minutes	Break
20 Minutes	Reporting on Projects
45 Minutes	Post Test (Final Exam)
5 Minutes	Course Evaluation

Example Activities and Content

Session I

"What's Needed in Our Schools?" - Ask each participant to individually list what they consider to be the greatest needs in education today in their settings.

Have the list refined and discussed in small groups and then ask each group to report to the large group. Interest is added by having the total list typed and distributed in a later session with discussion of how career education proposes to meet some of the needs.

"What Is Career Education?" - The following handouts can be the basis of a class discussion related to definitions and goals of career education.

WHAT IS CAREER EDUCATION?

According to Donald Super, career development is a LIFELONG PROCESS OF IMPLEMENTING A SELF-CONCEPT WITH SATISFACTION TO SELF AND BENEFIT TO SOCIETY.

What does the student need for his/her career development?

A. Realistic knowledge and positive attitudes toward self: talents, interests, goals.

B. An awareness of occupational and lifestyle options.

C. Skills in personal decision-making and life planning.

D. Ability to relate to people.

E. A philosophy of life including clarification of the values of school and work.

F. Salable skills.

Different ideas of what career education is:

A wide range of definitions of career education can create confusion. A continuum of narrow to broad scope definitions is as follows:

Vocational Education	Occupational Education	Career Education	Lifestyle Education
(Job Training)	(Occupational Information)	(Self-awareness Explorations of options Decision-making Interpersonal skills Work values)	(Occupational Life Family Life Social Life Leisure Life)

FOR EXAMPLE: Career Education encompasses both Vocational Education and Occupational Education

WHY CAREER EDUCATION?

In one sense career education is a way of thinking about education and can include:

A. A bridge between humanistic child centered trends in education and traditional subject matter areas.

B. A bridge between teachers at different grade levels and in different departments.

C. A bridge between school and community.

WORKING DRAFT OF A SCOPE AND SEQUENCE MODEL FOR CAREER EDUCATION IN MINNESOTA

Overview

The following suggested scope and sequence for career education in Minnesota represents an integration of several sources: the University of Minnesota's Career Development Curriculum, the Comprehensive Career Education Model as reflected in the Arizona Matrix,* and the Minnesota practitioner experiences were the three primary resource areas used.

It is recommended that the scope and sequence working draft be reviewed by educators, business and community representatives, and students. It is also recommended that specific examples of teaching objectives and learning activities be incorporated into the model.

Pages 53 through 59 were compiled by: Cliff Helling
Jay Ettinger
Gail Tronnes
Jerry Scott
Arland Benson, Chairperson
Juanita Morgan

* Taken from School-Based Comprehensive Career Education Model, The Center for Vocational Education, the Ohio State University, 1960 Kenny Road, Columbus, Ohio, 43210.

GOAL I: To Develop Self-Appraisal Skills

Self-appraisal includes the ongoing assessment of interests, abilities, skills, values, goals, and needs. Self-appraisal and self-identity are viewed as lifelong processes. Such roles as student, family member, paid worker, and non-paid worker form the content of self-identity.

K - 3

The student will be able to:

1. Describe self in terms of similarities and differences from peers.
2. Describe self and the kind of person one wishes to become in light of observations of adult models.
3. Describe how health can affect or be affected by work performance.
4. Identify one's likes and dislikes.
5. Identify feelings and how they affect behavior.
6. Identify things he/she does that make him/her feel good about himself/herself.
7. Describe his/her role in family and school.

4 - 6

The student will be able to:

1. Describe self in terms of current interests, abilities, values, and goals.
2. Describe how skills and interests of a person relate to a job.
3. Describe how he/she and others perceive personal strengths and weaknesses.
4. Identify career goals that reflect an individual's personal needs, interests, skills and abilities.
5. Demonstrate constructive ways of dealing with feeling.

7 - 8 - 9

The student will be able to:

1. Identify personal qualities which make one a unique individual.
2. Relate developed aptitudes and abilities to broad occupational areas.
3. Describe personal values as they relate to potential career roles.
4. Identify personal needs which one should consider in planning a career.
5. Describe personal interests as they relate to potential career roles.
6. Understand how people grow and develop.

10 - 11 - 12

The student will be able to:

1. Describe developed abilities, aptitudes and other personal resources in relation to the requirements for preferred occupations.
2. Describe one's own current life-style needs and priorities.
3. Show awareness of ways one can contribute to society.
4. Show awareness of adult life role changes.
5. Demonstrate a contribution to others.

GOAL II: To Develop Interpersonal Skills

Interpersonal skills cover the three basic components of interpersonal communication, group dynamics, and cooperation. Interpersonal communication includes the skills of listening, expressing ideas and feelings, and the oral, written, media, and non-verbal channels. Group dynamics includes group decision-making, process evaluation, and goal setting. Cooperation includes sharing common goals and the comparison of cooperative and competitive strategies.

K - 3

The student will be able to:

1. Develop the use of cooperation skills.
2. Develop the use of listening skills.
3. Develop a respect for ability to get along with others.
4. Identify how the work of others benefits one's well-being.
5. Demonstrate beginning interviewing skills.

4 - 6

The student will be able to:

1. Demonstrate skill in interpersonal communication.
2. Display an awareness and competency in group skills.
3. Elicit and consider suggestions and evaluations regarding a given work performance.
4. Develop an understanding of why and how people work together.
5. Demonstrate knowledge of the fact that the success or failure of the work group is a shared responsibility.
6. Demonstrate that completion of a group task depends on cooperation as well as individual proficiency.

7 - 8 - 9

The student will be able to:

1. Recognize the needs and interests of others.
2. Take a shared responsibility for success or failure of the work group.
3. Demonstrate group participation skills.
4. Cope with authority in work situations in ways which lead to effective achievement.
5. Show awareness of the influence of the expectations of peers upon behavior.

10 - 11 - 12

The student will be able to:

1. Demonstrate sensitivity to the needs of co-workers and supervisors and describe how one is important to the satisfaction of these needs.
2. Identify the sources of power and authority in task situations and describe their effect on the worker.
3. Demonstrate an ability to cope with varying expectations and maintain personal integrity.
4. Describe and evaluate the effects of competition and cooperation.
5. Demonstrate skills in conflict resolution.

GOAL III: To Develop Decision-Making Skills

Decision-making includes goal setting, information seeking skills, generation of alternatives, analysis of consequences, prediction of difficulty, awareness of risk-taking and assigning personal responsibility.

K - 3

The student will be able to:

1. Understand that decisions affect self and others.
2. Understand that choices may change.
3. Understand that decisions have consequences.
4. Understand the need and frequency of making decisions or choices.
5. Understand that decisions have alternatives.

4 - 6

The student will be able to:

1. Budget leisure time, work and home time in ways that achieve individual goals.
2. Identify and use a decision-making process.
3. Understand how interest areas influence making decisions.
4. Understand how some decisions are more important than others.
5. Understand how decisions they make today may affect their future.

7 - 8 - 9

The student will be able to:

1. Project decisions one will face in the future and describe action strategies.
2. Demonstrate an awareness of the need to plan for the future.
3. Describe factors beyond one's control which affect career opportunities.
4. Critically use information and advice in career planning.
5. Predict and give supporting evidence for the likelihood of achieving one's career goals.
6. Describe how the management of personal resources (talents, time, money) affects the achievement of life goals.
7. Describe how outside influences affect one's decisions.

10 - 11 - 12

The student will be able to:

1. Project a career plan within built-in alternatives that will enable one to pursue a career role which will fulfill personal needs and values.
2. Describe the ways in which one's occupational choice may affect future life-style.
3. Show awareness of risk and benefits in strategies of decision-making.
4. Accept responsibility for making career role choices.
5. Show awareness of how images of the future affect present career planning.

GOAL IV: To Explore Career Life-style Options

The skills of career role investigation become increasingly more complex as tentative career planning starts. How to evaluate influences and information in terms of career planning is a lifelong set of skills.

K - 3

The student will be able to:

1. Describe the work of important persons in one's life.
2. Demonstrate knowledge about occupations, skills and career life-style alternatives of home, school and community members.
3. Identify social and work roles which are new to the student.
4. Identify requirements of different occupations.
5. Develop non-stereotyped sex and work role concepts through role models, work and play experiences and instructional materials.
6. Describe the characteristics of work and play.
7. Describe how the role of a student is like an adult worker.

4 - 6

The student will be able to:

1. Identify that career choice influences life-styles and vice versa.
2. Explore a range of career roles and identify possible satisfactions and dissatisfactions with these roles.
3. Identify and use career related materials to gather information about occupations.
4. Identify requirements of a given work situation.
5. Demonstrate knowledge that work roles are affected by cultural and technological change.

7 - 8 - 9

The student will be able to:

1. Identify and utilize appropriate criteria for evaluating career information.
2. Increase knowledge of occupations and alternative career roles.
3. Identify the requirements for entry and success in various career roles of paid and non-paid work.
4. Identify school and community organizations to which one can contribute.

10 - 11 - 12

The student will be able to:

1. Identify available social, political and service organizations to which one can contribute.
2. Identify leisure opportunities related to career plans.
3. Make career plans which take into account the fact that social, economic and technological changes may create the need for transferable skills.
4. Describe the social roles and social demands often expected for successful performance in preferred career roles.
5. Describe the quality of education, training or experience necessary in preparation for a preferred career role.

GOAL V: To Acquire the Skills Necessary to Carry Out a Career Plan Upon School Exit

K - 3

The student will be able to:

1. Identify manipulative abilities (psychomotor abilities) that are used in work.
2. Develop the ability to follow a task through from start to finish.
3. Define work as a purposeful activity and demonstrate that one is a responsible worker.
4. Develop pride in a task well done.

4 - 6

The student will be able to:

1. Demonstrate the ability to organize in order to accomplish a variety of tasks.
2. Demonstrate effective work habits by utilizing communications skills when giving or evaluating instructions.

7 - 8 - 9

The student will be able to:

1. Cope with authority exercised by others in ways which lead to realization of personal goals.
2. Use basic communication skills in work related activities.
3. Implement planning and process skills such as the ability to identify objectives, specify resources, outline steps of action, perform the steps, and evaluate the action.
4. Identify tools required for tasks in business, industry, and commerce.
5. Identify the interpersonal relationships involved in various career roles.

10 - 11 - 12

The student will be able to:

1. Experience aspects of a post high school career role.
2. Demonstrate career role seeking skills; i.e., job, education or volunteer experience application.
3. Understand the implications of working in independent, team, and supervised situations related to one's career field.
4. Relate one's interest and aptitude information to occupations of choice.
5. Understand basic work habits and attitudes necessary for entering occupations of one's interest.

GOAL VI: To Clarify School and Work Meanings and Values

Clarifying the values of school and paid and non-paid career roles in one's own life is the goal. No effort is made to impose a particular school and work value system, but instead, the students are helped to integrate their own values and to act congruently in their career planning.

K - 3

The student will be able to:

1. Describe the contribution of different workers to the community.
2. Describe how a person's present and future welfare is dependent upon the well-being of all people in the community.
3. Describe the expanding career roles of men and women.
4. Develop understanding of the relationship of skills learned in school to those which may be used in future career roles.

4 - 6

The student will be able to:

1. Describe the contribution of a wide range of various occupations to the well-being of society.
2. Describe how one can contribute to society now.
3. Describe how the career roles of men and women interact with family life.
4. Describe how work can be a principle activity for coping with and changing one's own environment.
5. Describe how paid and non-paid work can provide personal satisfaction.

7 - 8 - 9

The student will be able to:

1. Describe how school and paid and non-paid work can help cope with and change one's own environment.
2. Describe how paid and non-paid work can help to overcome social problems.
3. Explain how learning in school, paid and non-paid work and leisure activities relate.
4. Describe ways in which one can express self through paid and non-paid work.
5. Describe how the paid and non-paid work contributions of men and women are socially significant.

10 - 11 - 12

The student will be able to:

1. Describe the interdependency of all workers in contributing to the well-being of society.
2. Identify the changing meanings of work over time and between cultures.
3. Evaluate the changing attitudes toward the roles of men and women held by oneself and society.
4. Show awareness of the issues of worker alienation and efforts to redesign jobs for greater satisfaction.
5. Clarify the value one places on personal endeavor and achievement.

"Class Projects" - Each individual or small group is asked to develop a career education project with written objectives, activities and evaluation. For teachers and others with direct student responsibilities, the project might be class lessons, guidance groups, or individual advising projects. For administrators, the project might involve implementation activities. Encourage creativity and variety in the projects and remind the participants that an oral report is also required. Small group projects including interdisciplinary activities are also to be encouraged.

"Visitations" - Each participant is asked to visit two or three businesses or community agencies and write up at least one worker interview and an organizational report. It's usually convenient to do the visitations in small groups of two to four. Emphasize that the size, product, or service of the business or agency is not the important thing. The goal is to observe the psychological milieu and the implications for the individual worker. A ready resource for finding visitation sites is the yellow pages of the telephone book. The following visitation report and forms are suggested as guides.

Career Education Workshop Name_____

VISITATION REPORT
(Required for each visit)

_____ _____
Name of company or site Date and time of visit

1. In what ways did you benefit from this visit?

2. What were the high points of this visit?

3. Were any problems involved in conducting this visit? What?

4. Would you recommend this visit for others? Yes_____ No_____

Who? (Check all that apply.)

Elementary students	_____
Junior high students	_____
Senior high students	_____
Teachers	_____
Counselors	_____
Librarians	_____
Administrators	_____
Others	_____

5. Comments

To be completed and turned in after each visitation for inclusion in the School-Community Resume Directory.

PSYCHO-SOCIAL VISIT TO A BUSINESS OR AN INDUSTRY

The following questions are intended to serve as a guide for a visit to a business or an industry in which you focus on some of the "psycho-social" aspects of work. By this, we mean that we want you to look at the psychological impact of the work organization on the worker, at the workers themselves, and their feelings about their jobs rather than at the product. Write up your observations of and reactions to the business or industry, using the questions merely as a frame of reference.

ABOUT THE ORGANIZATION

1. What is the main function of the business or industry?

2. What is the general staff organization?

3. How many levels and what kinds of jobs are represented?

4. How many employees in the organization? How many males, females, minorities? What is the company doing to achieve equal opportunity for minorities and women?

5. What kinds of training are required for the jobs represented?

6. What are some of the main concerns of management (productivity, equal employment, absenteeism, turnover, etc.)?

7. How democratic or authoritarian is the organization? To what extent are workers at all levels involved in decision-making?

8. Is the plant unionized? What impact does the union have?

9. What are the communication patterns? What does morale appear to be like in the company?

10. What kinds of "job enrichment" programs have been developed, if any?

QUESTIONS OF WORKERS

1. What do you like about this work setting?

2. What is satisfying about your job? What about the job is stressful? Dissatisfying?

3. What kind of life-style is associated with this job (overtime, evening work, time for leisure, travel, set hours, own boss, etc.)?

4. Do you get most of your satisfactions off or on the job?

5. What kinds of affiliations do you have in connection with this job?

6. To what extent is this kind of work the kind of thing you really like to do?

7. Do you see this work as a lifelong one or as a stepping-stone to some other job or occupation? What are the opportunities for advancement on this job or in this company?

8. To what extent does this occupation provide the economic resources for you to live the kind of life you like to live?

9. Did you plan for this kind of work or did you get it by chance?

10. From whom did you get help in planning or preparing for this field?

11. If you were to start over, would you choose the same kind of work? If not, what kind of work would you most like to do?

WORKER INTERVIEW - INTERESTS AND ABILITIES

1. How did you get this job? Was it the kind of job you had planned on getting while you were in school?

2. How did you perceive this kind of work before you got into it?

3. Is it different from what you expected? If so, how is it different?

4. What are some of the abilities that a person needs in order to do this work?

5. Have you discovered that you have some abilities and interests that you didn't know you had? If so, tell about them.

6. What are your greatest satisfactions from having this job?

7. What things about the job do you like least?

8. What do you see yourself doing ten years from now?

9. Based on your experience, what information or advice would you give to someone who is still in high school?

10. How interesting is your work?

11. How interesting was school to you? What were high and low interest areas?

12. What hobbies and leisure interests do you have?

13. What person or persons do you see as having influenced your career thus far?

14. What do you see yourself doing (a) five years from now? (b) ten years from now?

Session II

"Career Education: Is It Needed?" - Any local, regional and/or national needs assessment data that is available might be presented and discussed in small groups. The ACT Nationwide Study of Student Career Development (Nov., 1973) Research Report #61 is a good resource.

Other resources include the Mesa Public Schools' Toward Accountability, Mesa, Arizona, 1973, and Career Education in the Public Schools: A National Survey by American Institute for Research, Palo Alto, California, 1976.

"The Meaning of Work" - The first two pages of An Introduction to Career Education by Kenneth Hoyt, U.S.O.E.-H.E.W., might be provided as a handout for discussion.

The following activity, Do You Believe?. can be used to generate discussion of the range of work meanings and values in our current society.

MEASURING CAREER MATURITY

DO YOU BELIEVE:

1. All honest work possesses worth and dignity.

_____ Yes

_____ Yes, with these additions_____

_____ No

_____ No, with these additions_____

2. A job well done is its own reward.

_____ Yes

_____ Yes, with these additions_____

_____ No

_____ No, with these additions_____

3. A worker should do one's very best at all times and not quit a job until it is finished.

_____ Yes

_____ Yes, with these additions_____

_____ No

_____ No, with these additions_____

4. Hard work is the best and surest route to occupational success.

_____ Yes ("Hard Work Always Pays Off"

Young Adults	College Students
1969 - 79%	1967 - 70%
1974 - 56%	1973 - 40%

National Cross-section Survey, Yankelovich & Clark, 1974.)

_____ Yes, with these additions_____

_____ No

_____ No, with these additions_____

5. [illegible]on deserves nothing that one has not earned through one's work.

_____ Yes

_____ Yes, with these additions_____

_____ No

_____ No, with these additions_____

THOUGHT QUESTIONS:

1. How do your expectations of a job differ from:

   a. Your friends?

   b. Your parents?

   c. Your grandparents?

2. Have you worked out your own personal value system as to the meaning of work and occupation for your life-style?

   If yes, is this likely to stay fixed?

   If no, what are some ways that you could do this?

Session III

"Career Education in the Elementary School" - Having one or two elementary teachers give examples of how they teach with a career education focus is an effective approach.

"Worker Alienation and Job Redesign" - The following handout is used as a presentation and discussion outline. The information in parentheses is part of the presentation and is not included in the handout.

WORKER ALIENATION

I. Surveys of Workers

A. Gallop Polls

1. Are you satisfied with your job? (1960, 90% said yes; 1970, 80%; 1973, 77%)

2. Would you do the same thing over again? (Generally lower percentages in blue collar, 24%; white collar, 43%)

3. Problems of measuring worker satisfaction. (Depends upon the age, occupation, education and type of questioning among other things.)

B. Various Populations

1. Education (Increases expectations - See USHEW monograph on Career Education, The Reserve Army of the Underemployed by James O'Toole)

2. Age (Younger less satisfied)

3. Minorities (Expectations are rising)

4. Assembly line workers, textile workers, (Blue collar blues)

5. Bureaucrats (White collar blues)

C. "Where Have All the Robots Gone?" (By Harold I. Sheppard and Neal Q. Herrick, The Free Press, Collier MacMillan Publishers, 1972)

II. Everyone entitled to be self-actualized? See "Beyond Stick and Carrot--Hysteria Over the Work Ethic," by Peter Drucker, Psychology Today, Nov. 1973, pp. 82-92
and
"Angry Workers Happy Grads," by Daniel Yonkelovich, Psychology Today, Dec., 1974, pp. 81-87.

A. Maslow's hierarchy of human needs

1. Physiological (Each level need must be met before the next level becomes important.)

2. Safety

3. Love and belonging

4. Esteem

5. Self-expression (to know, to understand, to create)

B. Changes in society contributing to the rising expectations.

1. Immigration decline (i.e., in 1950, 34% of blue collar workers foreign born or first generation)

2. Mass education (See: Education: The Great Training Robbery by Ivar Berg, 1971, Boston, Beacon Press)
and
the "Cory Complex" by Carol Tarvis, Psychology Today, Aug., 1977, pp. 32.

3. Mass media and advertising

4. Decline of self-employment (i.e., 1850 - 50% of work force self-employes, now it's less than 10%)

5. Civil Rights movement

6. Women's Rights movement

7. Reaction to experienced high technology future (See Work in America)

III. Causes of Alienation

A. Lack of autonomy

B. Lack of task mastery

C. Lack of feeling of contributing value to other people

D. Lack of psychological support

IV. Job Redesign and Shared Decision-Making

A. Call for reform - Historical influences.

1. Scientific Management (Frederick Taylor)

2. Bureaucracy (Max Weber)

3. Human Relations (Kurt Lewin) (See Douglas McGregor, The Human Side of Enterprise)

4. Internal and External Motivation (Frederick Herzberg)

B. Examples of job redesign

1. Work in America, HEW, Cambridge, Mass., MIT Press, 1972.

2. Job Power by David Jenkins, Doubleday and Company, Garden City, New York, 1973. (Reviews examples of job redesign in several countries.)

C. Obstacles to job redesign (See Work in America)

1. Employers

2. Employees

3. Initial Cost

4. Lack of Knowledge

V. Can the Schools be Models? See Loneliness in the Schools by Robert Marc, Argus Communications, Niles, Illinois, 1973.

Session IV

"Career Education in the Secondary School" - As with the elementary example having practitioners report on specific examples of student learning activities is most effective.

"Career Decision-Making - A Teachable Process" - The topic is introduced by having the individuals fill out the "Looking At Career Decisions" activity, sharing responses in small groups, and summarizing in a full class discussion. "Looking at Career Decisions" is also used in the Family Career Planning Module. Possible responses are included in parentheses.

LOOKING AT CAREER DECISIONS

1. Who taught you how to make decisions?

   (Usually people indicate no direct teaching or guidance on <u>how</u> to make decisions wisely.)

2. What was your most recent career related decision?
   (i.e., occupation, education or other major life role decision in family or leisure)

   (All tie together, interrelate in a lifelong process.)

   A. How many alternatives did you consider in making such a decision?

      (Usually we narrow our options without brainstorming all the possibilities.)

   B. Who influenced your decision?

      (It's important to know the source, biases and impact of various influences--human and other.)

   C. What were the other influences upon your decision?

   D. What previous decisions affected this decision?

   E. How do you evaluate this decision now?

      EXCELLENT GOOD BAD

      (Only the individual can evaluate his/her personal decision outcomes. The professional can evaluate the processes used.)

Looking at Career Decisions (Continued)

3. What type of goals do you set for yourself?

(Extra credit)

EASY VERY DIFFICULT

(Realistically difficult goals can help achievement. Unrealistic goals may be motivated by fear of failure.)

After disseminating the decisions activity, the following handout with notes in parentheses can be used to illustrate some of the content and processes of decision-making with additions from the group.

DECISION-MAKING: A TEACHABLE PROCESS

Rationale

a. Usually learned covertly (If taught, it's usually in isolation from life issues or by modeling.)

b. Make process overt (Through explicit teaching and counseling on a developmental basis.)

c. Applicable in on-going life decisions (As a lifelong process.)

Components of the Decision-Making Process

1. A Model

   a. Problem and choice definition (The number of sequence stops and complexity depends on the maturation level.)

   b. Alternatives (Usually more than we think.)

   c. Goal setting (Is the process realistic or grandiose, vague or specific?)

   d. Goal action

   e. Goal revision

Decision-Making: A Teachable Process (Continued)

2. Prediction

   a. Predicting difficulty (Include risk taking and other self-awareness experiences.)

   b. Hopes for success and risks of failure (Are needs for achievement greater than needs to avoid failure?)

   c. Coping with change (personal and social; tie into futures studies)

3. Responsibility

   a. Control of one's destiny

   b. Guilt vs. copping out (the two extremes)

   c. More options than you think

4. Coordinate Spheres of Life Activities and Time Periods

   a. Family life, leisure life, work life and social life (all inter-related)

   b. Life stages of development (Memories of the past and images of the future both influence us)

5. Critical Use of Major Information and Influences

   a. Print and non-print materials (A critical research skill area often overlooked)

   b. People (Advice, interpretation, biases)

   c. Visits (Require planning)

   d. Simulations (Underused)

   e. Short term tryouts

References: 1. Deciding I, N.Y., College Entrance Examination Board, 1972. (Jr. High)

2. Decisions and Outcomes, N. Y., College Entrance Examination Board, 1973 (Sr. High - Adults)

3. Bolles: What Color Is Your Parachute, A Practical Manual in Career Changes for Job Hunters, California, Ten-Speed Press, Rev. 1975 (Adults).

4. Crystal & Bolles: Where Do I Go From Here With My Life?, New York, Seabury Press, 1974 (Adults).

Session V

"Career Learning Centers" - It works well to have the workshop session in an actual career learning center or within easy observation and brousing distance. Having an experienced career learning specialist explain the role and function of a center in serving students, staff and community is necessary. One effective technique is to take the staff through a series of simulations of what the student might experience in the center. Simulations of potential teacher services and community services (if feasible) are also effective in showing the wide range of components of a comprehensive career learning center in each school building. The range of services and resources in a career learning center are more fully described in Implementation Booklet #5, Career Learning Centers.

"Alternative Futures: Implications for Career Education" - Several concepts and strategies in Futures Studies can be incorporated into career education. Coping with change, personalizing the effects of change, forecasting methods and the implications of high, medium or low technology futures are examples of futures studies topics that fit into career decision-making. The following activity is an example of Future Studies that can be used in career education.

THE IMMORTALITY GAME

Author: Joel Barker
Minnesota Science Museum

Introduction

To many "technological advances" carry negative aspects with them. By dealing with one "advance" and trying to handle its implications, students can come to grips with the systematic way in which one idea/innovation machine/drug can disrupt many other parts of society.

The immortality game was developed from information collected on the possibilities of making man live indefinitely through manipulation of his genes or his hormones.

The goals of the game: to involve students in considering (without futures thinking tools) the implications of introducing a new technology to society, to the world. They will experience strong values challenges; they will explore the wide-ranging effects of an innovation; they will participate in group decision-making; they will attempt to persuade their peers; they will be challenged by others' persuasions.

(The reason this game is introduced before the thinking tools have been developed is to develop a benchmark, a beginning point of their approach to systems problems and problems of the future. It makes a strong reference point for discussion later on; and it can be played again with another piece of technology later on.)

Part I - Rules of the Game

Read to the students: (First group them into sets of no less than five, no more than 9.) "You have been selected to be a secret committee to offer recommendations to the L. L. Hollyworth Drug Company on a new drug they have developed. All information that I give you today is highly secret. Only yourselves and the company know of this data."

"The Hollyworth Drug Company has developed and tested to its satisfaction a new drug that prolongs life indefinitely. When injected, it will keep the person receiving the drug at the age he or she is at for one year. The person will not age in any way during that time."

"If the drug is continued on a once-per-year basis, a person can stay alive indefinitely at the age he or she it. The drug does not, however, protect from accident or sickness. It cannot stop cancer or heart problems except that some of these problems occur more frequently in old age."

"The cost of the drug is extremely low: 10¢ per shot. It does not need refrigeration; it seems to have no side affects after testing it for five years on humans."

Other Aspects of the Drug:

1. Does not inhibit pregnancy.
2. It one gets off the drug, aging begins again normally.
3. Test period is 10 years using micro-measures to check cellular aging.

Part II

1. Rearrange group into yes's and no's based on their individual preference.

2. Each group's task is to create four advertising messages that make people either buy the drug or not buy the drug depending on their interests.

3. These ads should be presented at the end of Part II to the other groups.

Part III

1. As a large group, they should raise some of the problems such a drug would generate in our society and work out several solutions to that problem.

2. Here are a few suggestions:

   A. What happens to the concepts of retirement and career planning?
   B. How old would you have to be to take it?
   C. How should the potential profits of the pill be used?
   D. What can be done with the threat of over-population?
   E. What benefits would both individuals and society gain from such a pill? (Or to put it another way, if you took it, what could you do that you couldn't do now?)

3. An alternative structure is to let small groups deal with one or two of these questions and then report to the large group.

Time Periods: Part I - 1 hour; Part II - 1/2 hour; Part III - 1/2 to 1 hour.

"Your job as a group is to decide if this drug should or should not be released for public use. If you decide it should not, then you must recommend what should be done with the present information and justify your reasons for not releasing it."

"If you choose to release it, then you must recommend to whom and how you will release it."

(Group leader...if groups are not reaching consensus after 30 minutes, ask them if they would like to break up into agreeing groups to discuss the recommendational aspects of the question.)

Reading Recommendations

Methuselah's Children by Robert Heinlein
Cities in Flight by James Blish
The Prometheus Project by Gerald Feinberg.

Some Spin-Off Exercises

1. Write some ads for this pill. How would one sell such a product?

2. Ask your students how they would use all the extra time. (The usual first response is that they couldn't use it; then after you have asked them how many different occupations they have wanted to have but couldn't, watch their attitudes change.)

3. Do some short plays or radio sketches to illustrate how the world of the "no death" might be.

4. Have students interview people of different ages to find out what their responses to having the pill would be.

5. Have them ask their parents; have the parents ask the kids.

6. Have the kids generate three more exercises that might grow out of this game.

"Coping with Changes" - The following activity with explanatory outline deals effectively with coping with change.

CHANGES EXERCISE

Career Planning Workshop
Arland N. Benson
Jean M. Kummerow
Bruce D. Sillers
Anita Steinbicker

List ten changes that have occurred in your life within the last ten years. Ignore the columns to the right until you have completed your list.

The Change	(a) P-U	(b) 1-5	(c) People	(d) x/-	(e) C-Q	(f) Pa	(g) Age
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Now in the columns to the right analyze those changes according to these questions (use the codes suggested):

(a) Was the change planned (P) or unexpected (U)?
(b) How much stress was there in this change? (Use a 1-5 scale.)
1 = low 5 = high
(c) Name a few of the significant people involved in this change?
(d) Did you view this change as positive (+) or negative (-) at the time?
(e) Do you feel this change was a common occurrence (C) or was unique (Q) to you?
(f) Which of these changes happened to your parents (Pa)?
(g) How old were you when this change occurred?

Pick out three changes which, in retrospect, you feel contributed most to your development. Discuss these with someone else in the Workshop.

COPING WITH STRESS AND CHANGE

Life events which contain the following conditions create stress reactions:

1. Uncertainty - Being unsure of what is expected or what is likely to happen.
2. Complexity - The difficulty in understanding what will happen.
3. Novelty - The newness or unusualness of the new events.
4. Intensity - The degree of perceived personal involvement.

COPING METHODS - ACHIEVING OPTIMAL STRESS

Some stress is inevitable and probably helpful at times.

Too much stress leads to avoidance reactions or paralysis of action.

1. Uncertainty
   a. Clarify expectations.
   b. Rehearse verbally and with behavioral practice.
   c. Project scenarios into the future (dream, fantasize).
2. Complexity
   a. Break down complex ideas and behaviors into manageable units or steps.
   b. Find an amazing concept or principle.
3. Novelty
   a. Use simulation and rehearsal.
   b. Build awareness of the common elements between the familiar and the new.
4. Intensity
   a. Provide other ways of preceiving the situation.
   b. Find a support group.

Session VI

An interdisciplinary approach to career education at the secondary planning level is difficult to achieve, but it is highly compatable with career education objectives. Some degree of interdisciplinary planning is necessary in a comprehensive career education program. Specific examples of methods of awarding overlap of activities between departments is found in the Implementation Booklets #5 and #1, Career Learning Centers and Curriculum Development.

"School-Community Collaboration" - A presentation with examples by a panel of business, labor, and community agency representatives can be used. Detailed examples of school-community collaboration in developing a comprehensive career education program can be found in Implementation Booklet #6, Community Participation.

Session VII

"Sex Role Stereotyping and Career Education" - The effects on both men and women of stereotyped roles can be presented through a discussion of current statistics on the labor force and family life. The following handouts on labor market trends and Work Outside the Home Is a Reality for Females can highlight some stereotyping issues.

HOW THE WORK WORLD IS CHANGING

In career planning we need to consider the many changes in our society. Changes in society affect us now in our daily lives and how we think and plan for the future. Some of the changes we are experiencing now include:

1. Services to people are increasing.

   Example: Various governmental agencies at all levels are employing an increasingly larger percentage of the labor force in several occupations.

2. Skills as a resource are increasing in importance to society.

   Example: Technological and human helping skills in a variety of settings and levels of complexity are increasingly needed in our society. Upgrading of skills and retraining will probably be a recurring part of our life pattern.

3. Opportunities for starting your own business are declining.

   Example: Starting your own business and being your own boss is harder to do. Ofetn, people must be part of an organization or work team. Being an independent worker is less likely than being a dependent worker.

1850's	50% of workers on wages or salaries
1950's	80% of workers on wages or salaries
1970	90% of workers on wages or salaries

4. Men and women of all groups, including minorities, expect a satisfying life.

   Example: Most people in our society expect to be able to develop their interests and abilities and achieve self-fulfillment. A personally rewarding life-style is felt to include our occupational life. A career of self-satisfaction and contribution to society is expected by women as well as men. All geographical and social and minority group members have increasingly higher expectations. Often people become frustrated with their hopes of being "self-actualized." Much of our society and occupational structure produces worker alientation.

5. Women are an increasing percentage of the work force.

   Examples: Women compose approximately 43% of the labor force at the present time.

   Women are discriminated against in terms of: salary, promotions, working conditions, fringe benefits, family role stereotypes and parent role stereotypes, including child care.

6. More people are changing their occupations several times during their lifetime.

   Examples: One estimate is that an average occupational change rate will be five to seven times during a lifetime.

   How drastic the degree of these changes will be is vague at this time.

   More career ladders with less stressful career pattern changes are needed.

   We must plan for change, for the rate of change is likely to increase in our lives. The exact nature of these changes is harder to predict.

7. People are living longer.

   Example: Much of the age span increase has come from prevention of childhood diseases. Very little has come from improvement of the health of the middle-aged and older.

8. People have more education.

   Example: Some of this education has not been useful for society's needs, at least as reflected in the labor market, but usually education has increased people's expectation as to self-fulfilling and rewarding work (and thereby often increasing worker alienation).

WORK OUTSIDE THE HOME IS A REALITY

FOR FEMALES

A. _____ out of ten women will work at some time in their lives.

(1) Three (2) Five (3) Seven (4) Nine

B. A majority of women work because of economic need. About _____ of all women workers are single, widowed, divorced, or separated, or have husbands whose earnings are less than $7,000 a year.

(1) 1/5 (2) 2/5 (3) 3/5 (4) 4/5

C. More than _____ of all women 18 to 64 years of age are workers.

(1) 1/2 (2) 1/3 (3) 1/4 (4) 2/3

D. _____ of all women workers hold part-time jobs.

(1) 1/2 (2) 1/3 (3) 1/4 (4) 2/3

E. The average woman worker earns less than _____ of what a man does, even when both work full time, year round.

(1) 1/2 (2) 3/5 (3) 3/4 (4) 1/3

F. The average woman who choses to marry and to have children will work _____ years outside the home.

(1) 27-29 (2) 15-17 (3) 10-13 (4) 23-25

G. The average woman worker is slightly better educated than the average man worker.

TRUE FALSE

H. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

TRUE FALSE

Source: U. S. Department of Commerce, Bureau of the Census; U. S. Department of Health, Education, and Welfare, National Center for Social Statistics; U. S. Department of Labor, Bureau of Labor Statistics and Wage and Hour Division, Employment Standards Administration. June, 1974.

L. L. Glennon
Project Equality
Highline School District
Seattle, Washington

Key: A-4; B-3; C-1; D-3; E-2; F-4; G-True H-True

The article "What We Know and Don't Know About Sex Differences" by Eleanor Emmons Maccoby and Carol Nagy Jacklin in Psychology Today, December, 1974, pages 109-112, might be used to stimulate discussion.

"Bias in Career Education Materials" - This topic can be reviewed with the following worksheet and content analysis sheets.

BIAS IN CAREER EDUCATION MATERIALS

Worksheet

Listed below are a number of quotations from career education materials for students and teachers. Please read them and then add the sentences or phrases which would make the phrase an affirmative statement or which would ensure affirmative use of the material by the teacher.

From Student Materials

.. At the big downtown Post Office, the mail carrier sorts letters from everywhere into a tall carrier case.

.. There are many typing jobs available in the community.

.. This book is written for young women who will work for pay.

From Teacher Materials

.. Have children write about objects that might need to be invented in the future to benefit people.

.. Have children collect pictures of tools used by an occupation of their choice (or cluster of occupations).

.. Set up a dentist's office in the classroom. The other pupils can be patients.

Pupils will role-play a dentist, and the nurse receiving patients. Make uniforms worn by the nurse and the dentist.

.. Set up a role play on "What I Want to Be."

.. Set up an office situation in which a letter is to be pro essed for duplication. Letter would be handwritten by the manager; class will need to identify the steps a letter would go through to be "mailable."

CONTENT--GENERAL ANALYSIS

Are issues of race and sex discrimination openly acknowledged?

Is information provided to assist students in dealing with employment discrimination?

Is it made clear that, by federal law, all occupations are open to any qualified person, regardless of race, national origin, or sex?

Are the special social, economic, and psychological problems experienced by women and members of minority groups discussed?

Has recent progress in expanding the varieties of jobs open to women and members of minority groups been discussed?

Are barriers remaining to wider career options for women and members of minority groups discussed and strategies offered for their elimination?

Summary:

Is this material race biased_____ sex biased_____

race fair_____ sex fair _____

race affirmative_____ sex affirmative_____

CONTENT--QUANTITATIVE ANALYSIS

Number of careers presented:

Number of traditional careers presented for:

-males
-females
-members of racial and ethnic minority groups

Number of nontraditional careers presented for:

-males
-females
-members of racial and ethnic minority groups

List the careers presented for males:

white males: minority males:

List the careers presented for females:

white females: minority females:

CONTENT--LINGUISTIC ANALYSIS

..Is the exclusive use of the pronoun "he" avoided when both males and females are to be included?

..Are all occupational titles or identifications gender neutral? (e.g., mail carrier rather than postman)

Age, racial stereotyping, and needs of the handicapped can be included with the session on sex role stereotyping. An article "The Myth of the Twilight Years" by Paul B. Baltes and K. Warner Schaie in Psychology Today, March, 1974, pp. 35-38, can be helpful. Two resources for sexism and stereotyping in career education are the U. S. Office of Career Education and the Resource Center in Sex Roles in Education and the National Foundation for the Improvement of Education, 1201 16th Street N.W., Suite 804, Washington, D. C. 20036.

Session VIII

"Reporting Visits and Projects" - Provide time for both individual and small group reporting on both workshop projects and community visitations. People are likely to go into great detail on their community experiences!

Evaluation

The following short answer test can be used as a pre-post evaluation of the workshop. An anonymous reaction survey for improving the workshop might also be attached. Numbers might be used to identify participants so that the survey can be more objective. Items 8-29 of the test can also be used as a follow-up evaluation in future years.

Career Education Workshop

Answer the following questions as best you can. On the right-hand side of the paper, next to each question, indicate how confident you are that your answer is correct by writing in one of four numbers:

1. Very sure of my answer. I'm familiar with current thought in this area.
2. Somewhat sure of my answer. I'm somewhat familiar with current thought in this area.
3. My answer is an "educated" guess. I'm not familiar with current thought in this area.
4. My answer is a "shot in the dark." I'm not familiar with the current thought.

If you do not answer a question, leave the confidence scale blank also.

Confidence Scale (C.S.)

1. Give a definition of career. ☐

2. List 4 basic career needs of youth. C.S.

   a. ☐

   b. ☐

   c. ☐

   d. ☐

C.S.

3. How are vocational education, occupational educatio- and career education different? ☐

C.S.

4. Describe briefly two ways that schools could implement career education.

C.S.

5. Describe a career education issue in each of the following areas:

   a. Curriculum

   b. Futurism (changing society)

   c. Worker alienation

C.S.

6. List specific print resources for writing career education curriculum in your field.

C.S.

7. Describe the elements that should be included in teaching career decision-making. Consider all the basic elements that are needed in the decision-making process.

Indicate how you feel about each of the following statements by circling one of the following answers: SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree).

8. All staff members should be involved in career education activities.	SA	A	D	SD
9. Career education should not be a high priority item in the school budget.	SA	A	D	SD
10. Students should participate in career education activities at every grade level.	SA	A	D	SD
11. Career education activities should not be conducted within the classroom.	SA	A	D	SD
12. Most career education activities should be conducted by counselors, coordinators and other support personnel.	SA	A	D	SD
13. I feel that I have the necessary skills and understandings to participate effectively in career education activities.	SA	A	D	SD
14. It is not appropriate to have career education activities in some subject areas.	SA	A	D	SD
15. Career education should be an integral part of the total school curriculum.	SA	A	D	SD
16. I have a good understanding of the purposes of a career education program.	SA	A	D	SD
17. In many subjects, there is just not enough time for career education activities.	SA	A	D	SD

Indicate whether or not you would like to participate in the following career education activities this year.

	Yes	Not Sure	No
18. Help develop and write curriculum lessons for use in the classroom.	_____	_____	_____
19. Become familiar with career education materials and resources.	_____	_____	_____
20. Teach some curriculum lessons related to career education.	_____	_____	_____
21. Be a committee member to develop a career education program for your school.	_____	_____	_____
22. Arrange for resource speakers, plan career education field trips.	_____	_____	_____
23. Work with individual or small groups of students on career development activities.	_____	_____	_____
24. Make career education materials available to students, or direct students to materials.	_____	_____	_____

During the last school year, to what extent did you participate in the following career education activities:

	More than 5 Times	3-5 Times	Once or Twice	Never
25. Developed curriculum lessons in career education.	_____	_____	_____	_____
26. Taught career education lessons in the classroom.	_____	_____	_____	_____
27. Arranged for resource speakers and career related field trips.	_____	_____	_____	_____
28. Worked with individual or groups of students on career development.	_____	_____	_____	_____
29. Made career educational materials available or directed students to them.	_____	_____	_____	_____

Resources

A variety of resources have been suggested in the session examples. Additional resources include:

Bailey, Larry J., Career and Vocational Education in the 1980's: Toward a Process Approach, Occupational Education Program, Southern Illinois University and State Building of Education, Illinois Office of Education, 1976.

An excellent review of career and vocational education as part of the historical development of education in America with some interesting projections for the future.

Benson, Arland N., Implementing Career Education Programs, Division of Instruction, Pupil Personnel Service Section, Minnesota Department of Education, 1975.

A comprehensive review of the processes of organizational development as applied to career education.

Herr, Edwin L., The Emerging History of Career Education, A Summary View, National Advisory Council on Career Education, 1976.

A detailed review of the history of career education.

Tennyson, W. Wesley; Hansen, Sunny L.; Klairens, Mary K.; Antholz, Mary B., Educating for Career Development, Pupil Personnel Services, Division of Instruction, Minnesota Department of Education, 1975.

Includes a rationale for career education and a comprehensive scope and sequence model.

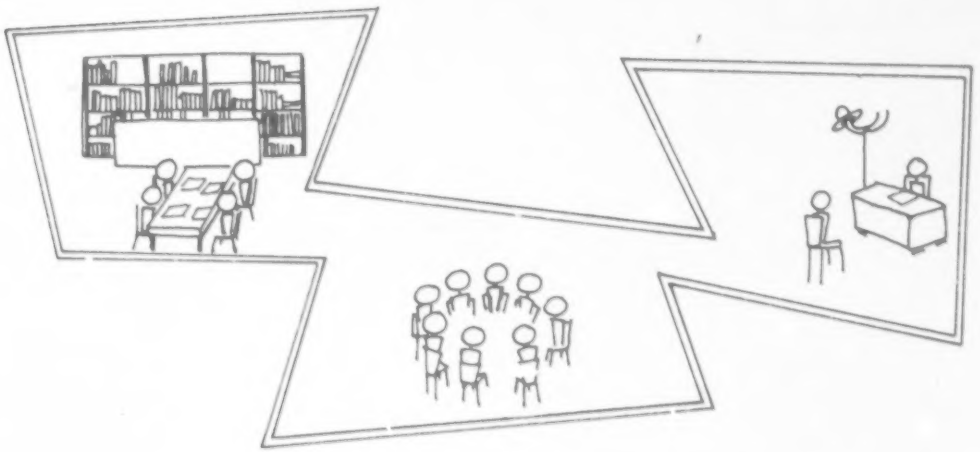
STAFF DEVELOPMENT MODULE #4

TEACHER ADVISOR SKILLS

Overview

Teacher advisor programs car be an effective way of helping individualize and personalize a career education program. Monitoring student career development activities on an ongoing basis is difficult without an advisor program. Typically student-counselor ratios are too high for effective guidance of every student. Career learning center personnel also have too many functions to effectively monitor more than a few students on an ongoing basis. The staff learning objectives for a teacher-advisor workshop will center around:

1. Building a helping relationship.
2. Interpersonal communication.
3. Career needs: Developmental tasks of youth.
4. Decision-making: Education, leisure, personal growth and career.
5. Using small group activities.
6. Typical problems and alternative courses of action.
7. Using the career learning center and other school and community resources.
8. Parent conferencing.
9. Monitoring student progress.



Target Groups

Some schools with advisor programs use some of the adults in the building besides teachers including administrators, instructional aides and community volunteers. The teacher-advisor workshop would appeal to all such groups. Unless the district has an extensive advisor program, many participants will be looking to improve their teaching skills and attendant informal advisory skills. The workshop can be offered with justification in a school district that does not have an advisor program.

Funding and Staffing

The program to be described has been offered as a two-graduate-credit workshop by school staff in collaboration with the University of Minnesota Counseling and Student Personnel Psychology Department. Each participant paid the regular tuition and the school workshop staff received the university instructor's pay; however, other arrangements could be explored for both staff incentives for participation and for paying staff. Local school counselors, experienced teacher-advisors and career education practitioners were used as resource people.

Format Overview

Feasible formats could include either several (seven to ten) two and a half hour after-school sessions or a three to four-day program. If graduate credit is offered, the granting institution will have specific standards including time.

Promotion

The following flyer was used as one of the promotional materials.

workshop

"TEACHER ADVISOR SKILLS"

OFFERED BY

THE

ROSEVILLE AREA SCHOOLS

THROUGH THE

UNIVERSITY OF MINNESOTA

EXTENSION DIVISION

Credits: 2 graduate level quarter credits

Dates & Time:

Tuition:

Place: _____ School

Instructors:

Offered to: Teachers, principals, counselors and other staff in all discipline areas.

Focus: The development of practical educational plans and materials.

"Teacher Advisor Skills" (Building relationships, communication and typical problems)

1. Building a helping relationship
2. Interpersonal communication
3. Career needs: Developmental tasks of youth
4. Decision-making: Education, leisure, personal growth and career
5. Using small group activities
6. Typical problems and alternative courses of action
7. Using the career learning center and other school and community resources
8. Parent conferencing
9. Monitoring student progress

(Detach Here)

INTENT TO REGISTER

(Actual registration will be held during the first class meeting)

CAREER EDUCATION WORKSHOP OPTION
Teacher Advisor Skills

RETURN TO:

Career Education Office

Limit 30 students

Return by_____

Name_____

Address_____

Phone_____

School_____

Example Agendas

TEACHER ADVISOR SKILLS WORKSHOP

Agenda for Session I

15 Minutes	Registration
30 Minutes	Pretest
15 Minutes	Coffee Break
20 Minutes	Course Requirements
70 Minutes	Lifeline Activity

Agenda for Session II

60 Minutes	Presentation, "Helping Relationships"
10 Minutes	Break
80 Minutes	Practice in Interpersonal Communication and Helping

Agenda for Session III

30 Minutes	Trio Exercise on Helping with Class Projects
30 Minutes	Class Sharing
60 Minutes	Presentation, Individual vs. Group Relationships: "When to Try What"
30 Minutes	Individual Questions

Agenda for Session IV

Career Planning: Self-Appraisal and Labor Market Trends

Agenda for Session V

Realistic Expectations for the Teacher-Advisor Role

School Resources and a Counselor's View of the Teacher-Advisor Role

Agenda for Session VI

Community Resources

Environmental Engineering & Crisis Advising

Agenda for Session VII

Monitoring Students' Career Maturity

Parent Conferencing

Agenda for Session VIII

Reporting on Projects

Post Test

Workshop Evaluation

Example Activities and Content

Session I

"Course Requirements" - The following types of individual projects may be required which would utilize out-of-class time:

PROJECTS (1/3 of Grade)

Either a project with students or a related area, depending on your professional needs.

Minimum Requirements: A two to three page report including objectives, description of activities, and evaluation.

Possible Project Suggestions: These are only examples and are not meant to limit the range of possibilities.

Suggestions:

1. The development of an advisor relationship with a small number of students on an individual basis.
2. Teaching a short unit in affective education and/or career education.
3. Advising some individual students on education/career planning.
4. Acting as a student advocate.
5. Acting as a voluntary probation officer.
6. Working with a small group of handicapped or gifted students on education/career or personal plans.
7. Working with students and parents, or just parents (i.e., teacher-student conferences).
8. Conducting individual student conferences with specific objectives.

9. Interpreting student records to students and assisting in goal setting.

10. Career exploration field trips.

11. Conducting a teacher/staff conference on the needs of a particular student.

12. Working with other staff in setting up a related teacher-advisor program.

13. Exchanging roles with a school or community counselor, assistant principal, school nurse, psychologist or other pupil personnel service worker.

14. Classroom, small group or individual activities in chemical dependency or family life education.

15. Personal journal shared with instructors at least every other week. Suggested contents: Personal learnings from class sessions, personal learnings from readings, concerns you have, comments you wish to make, reactions to student advisory contacts.

"Lifeline Activity" - The following variation of the lifeline activity emphasizing influence/helping relationships is an effective initiating activity.

LIFELINE EXERCISE

I. What were the important events in your life that you had some control over? (List four.)

_____

_____

_____

_____

II. Who were important influence people in each of these events?

Event 1	Event 2	Event 3	Event 4
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III. Think of 3 adjectives to describe each of these influence people.

Person 1	Person 2	Person 3	Person 4
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

IV. What did these people actually do? (i.e., encourage, advise, provide information)

Person 1	Person 2	Person 3	Person 4
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

V. How aware were you of each of these people's influence at the time?

	Person 1	Person 2	Person 3	Person 4
Very Aware	_____	_____	_____	_____
Somewhat Aware	_____	_____	_____	_____
Vaguely Aware	_____	_____	_____	_____
Totally Unaware	_____	_____	_____	_____

VI. Evaluate the relationship influence upon your development.

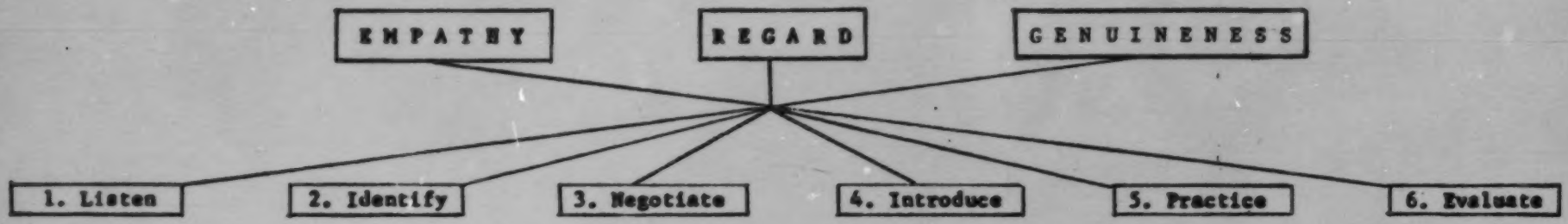
	Person 1	Person 2	Person 3	Person 4
Very Helpful	_____	_____	_____	_____
Helpful	_____	_____	_____	_____
Not Helpful	_____	_____	_____	_____
Destructive	_____	_____	_____	_____

Have the participants share their lifelines in trios.

Session II

"Helping Relationships" - Hand out the following model.

TEACHER-ADVISOR RELATIONSHIP MODEL



RELATIONSHIP QUALITIES

EMPATHY: Being aware of, sensitive to, and understanding of the feelings and ideas of others. Includes listening, questioning, accurately understanding and "participating."

REGARD: Respect, concern and positive feelings for student's worth as a person and his/her feelings, experiences and potentials as an individual. Includes warmth, caring, accepting and selective attention.

GENUINENESS (Facilitative): Clearly being oneself. Verbalizations are related to what one appears to be feeling. Responses do not have a destructive effect on the student. Includes openness, honesty, spontaneity and self-disclosure.

PROBLEM SOLVING

1. LISTEN - in a total sense - to the human system (individual, group, class). Be aware, take in, elicit.
2. IDENTIFY - <u>needs</u> and possible growth areas. Includes assessment of strengths.
3. NEGOTIATE - <u>goals</u>, openly and mutually, with the students (individual, group, class). Explicit attention to their own perceptions of strengths, needs and wants. Goals should be specific, immediate, possible and appropriate for the relationship.
4. INTRODUCE - <u>new</u> ideas, skills and attitudes, based on the goals.
5. PROVIDE - opportunities for <u>practice</u> or use of the new behaviors or ideas.
6. EVALUATE - with the student, overall or subparts, and give feedback. Recycle to step 1 or any other step.

In presenting the model consider the following points:

1. Counseling is an influence relationship.

2. Influence factors include expertness or creditability, trustworthiness, and attractiveness or perceived similarity.

3. Peer counseling is a powerful influence situation but requires direction and careful norm setting.

The major text references used were:

- Student Centered Career Maturity Measurement Junior High Level, 1974 & 1976, by Roseville Area Schools, Roseville, Minnesota, 55113, and reprinted by the Minnesota Department of Education - Pupil Personnel Services Section, 1977.

- Student Centered Career Maturity Measurement Senior High Level, 1976, Roseville Area Schools and reprinted by the Minnesota Department of Education, 1977.

Practice in Interpersonal Communication and Interviewing - Handout the following material on communication and advisor-student contacts for study (pages 4-9 of the Student Centered Career Maturity Measurement - Junior High Level text).

HINTS FOR LISTENING: A REVIEW

A. MIRRORING - Exact repetition of speaker's words.

"I like football."	// //	"You like football."
"I'm tired of doing homework."		"You're tired of doing homework."
"I hate those kids."		"You hate those kids."

B. PARAPHRASING - Restatement of the speaker's words in your own words.

"I want to be left alone."	// //	"You don't want to be bothered."
"I really had to work hard at school today,"		"It's been a long day for you."
"I don't want to go to school today."		"You'd rather not have to go."
You're feeling . . .		You're saying that . . .
It sounds like . . .		I hear you saying . . .
In other words . . .		It seems that (like) . . .

C. LISTENING FOR FEELING - Naming the feeling behind the speaker's words in your own words.

"Nobody else's mother makes them do all this."	// //	"You think she's being unfair to you."
"Jimmy's a big bully."		"You're upset with Jimmy."

(Some feelings you may hear: upset, happy, angry, frustrated, lonesome, bored, satisfied, content, proud, jealous, uncertain, uncomfortable, afraid, up, down, miserable, embarrassed, put-upon, mistreated, anxious, nervous, pleased, determined, excited, eager, worried.)

Do not convey your feelings of approval or disapproval; rather, strive for accuracy in the communication of feelings between you and your student.

Feedback - to be able to give and receive information from your student which will strengthen your relationship. Give feedback:

1. Immediately.
2. When the receiver is in an emotionally-ready state.
3. In an appropriate place such as your office.
4. When you and your student have time to appropriately deal with the matter.
5. In an objective or non-biased way to avoid value-laden language.
6. On something that will benefit your student.
7. In a way that conveys a feeling of your friendship to your student.
8. On your own feelings as you interact with your student.
9. In a verbally non-threatening way.

Some useful ideas for receiving feedback:

1. Ask your students for feedback.
2. Use paraphrasing when checking on their feedback.
3. Get involved in a circular process of giving and receiving feedback.
4. Keep a neutral or non-threatening non-verbal reaction.

Sharing Feelings - Use "I," "me" or "my" and refer to a feeling or emotional state by name:

"I am angry."
"I am frustrated."
"I feel hurt."

Share feelings as much as possible with your student in the here and now, and share or describe feelings about the student(s) who is (are) present. Phrases like:

"Shut up."
"You shouldn't feel that way."
"You are wonderful."

all convey feelings, but are better conveyed by being more direct with describing your inner emotional state by using "I" messages.

THE INITIAL INDIVIDUAL CONTACT - The working relationship begins to develop during the initial advisor-student contact. The importance of the first advisor-student contact cannot be over-emphasized.

1. Initiate contact with student as soon as assigned.
2. The intent of the first contacts (perhaps 3 or 4 sessions up through an entire year) is not to solve problems or deal with needs of the student, but to establish a rapport which will be the basis for future contact.

Points that might be covered during the first meeting include:

1. Discuss and explain the Teacher-Advisor Program.
   a. Be prepared to answer questions the student might have regarding the selection process.
   b. Purposes of the Teacher-Advisor Program.
   c. Emphasize the confidentiality of the advisor-student relationship.
   d. Stress the need for honesty on the part of both the advisor and student.
   e. The conflict that may arise between the role of the teacher in the classroom and the teacher as an advisor.

2. Advisor's responsibilities to the student may include:
   a. Personal

      . . . Attitudes toward self and others, values, goals
      . . . Peer relationships
      . . . Teachers' relationships
      . . . Physical problems
      . . . Family relationships

   b. Academic

      . . . Scheduling
      . . . Grades and progress reports
      . . . Study habits
      . . . Use of unstructured time

   c. Educational-Career Planning

      . . . Course selection
      . . . Career information
      . . . Career exploration
      . . . Goal setting

   d. Parent Communication

      . . . Be available to the parent when questions arise
      . . . Arrange parent-teacher meetings upon request

<u>POSSIBLE TOPICS FOR SUBSEQUENT ADVISOR STUDENT CONTACTS</u>:

A. Plans made for continuous advisor-student relationship - establish schedule or "as need arises."
B. Ascertain student's interests.
C. Obtain information pertaining to previous experiences of students.
D. Obtain information pertaining to achievements of students.
E. Acquire information on how the student learns best.
F. Advising on use of unstructured time.
G. Advising on electives or program planning.
H. Advising on careers.

I. Assisting student in conflict situations (refer to Problem Solving and Student Growth below).

1. Peer conflicts
2. Teacher conflicts
3. Family conflicts

J. Advising on grades.
K. Follow up on grade reports.
L. Follow up on progress reports.
M. Follow up on attendance and behavior reports.

NOTE: Guidance counselors likely will have questionnaires which will help the student and teacher obtain information for topic areas B, C, D, E, G, H and I. Also, many of the activities explained under "Small Group Activities" will help both the student and advisor better appreciate the student's needs, strengths, interests and feelings for a number of the topics suggested here.

PROBLEM SOLVING AND STUDENT GROWTH

A. Awareness ("What's wrong?" - "What could be better?")

1. Self-examination

a. Discover areas of unhappiness, dissatisfaction, pain, tenseness, boredom, hunger for growth and change.
b. Discover which ego states are involved. ("Who is having trouble?")
c. Discover if it involves mind, emotions, body, environment, etc.

2. Realization that "I can do something about my life."

a. I am responsible for my behavior.
b. I am responsible for my feelings and emotions.
c. I am responsible for taking care of myself.
d. Santa Claus, fairy godmothers, magic wands, jolly green giants, Prince Charming and wishing wells are myths.
e. Both the teacher and the student must accept the definition of the problem.

B. Decision ("What am I going to do about it?")

1. Requires a desire to take charge of own life.
2. Requires adult decision of "I WILL..." or "I WON"T...."

a. Not a child decision of "I'll try...," "I wish..." or "I want...."
b. Not a parent decision of "I ought to...," "I have to..." or "I must...."

3. Must have the reality of being possible.

C. Plan ("How am I going to do it?")

1. Recognition of steps of the problem.

a. Identify initial stimulus or cause.
b. Identify response or reaction to cause.
c. Identify the following moves.

2. What to do about it?

   a. Identify and examine options.
   b. Program a question.

      (1) "Is this really necessary?"
      (2) "Do I have to feel this way?"
      (3) "Is this helping me?" or "Is this helping someone else?"
      (4) "Do I have a choice?"
      (5) "Does this have to do with me? Is it my problem?"
      (6) "Is this my responsibility?"
      (7) "Do I have to be a victim, a persecutor or a rescuer?"

   c. Accept responsibility for my own feelings.
   d. Accept responsibility for my own behavior.
   e. Have adult keep nagging, critical parent from browbeating the child.
   f. Let the child celebrate when things go well.
   g. Have nurturing parent praise and encourage the child.

3. Find motivation or reward to make change worthwhile.

4. Recognize success or accomplishment.

   a. Identify observable or reportable features of success or accomplishment.
   b. Adult must have awareness that goals have been reached or failed.

5. Advisor should treat young person's ideas with respect.

6. Choose best approach - adult and young person must agree to best approach.

D. Statement (Express it by written or spoken word)

1. State in simple terms.

   a. Use words your 5-6 year old child understands.
   b. Use specific terms - something you can see work.
   c. Use short sentence or sentences.

2. Consider time limits, number of occurrences, ego states, other people, your body, mind, emotions and strengths.

E. Evaluation ("How did it work out?")

1. How can I tell when I have succeeded or failed?
2. If I didn't succeed - what went wrong? TRACK IT DOWN!
3. Modify, change, update the contract to make success possible.

   a. Shorten time period of contract.
   b. Give more leeway on number of behavioral occurrences within that time period.
   c. Find better ways of rewarding success (stroke yourself - get others to stroke you).
   d. Find new ways of using time.
   e. Find new people.
   f. Remind yourself - "You're still OK."
   g. Keep parent off your back.

F. Form a New Contract

1. A new priority is always waiting to emerge and replace the solved one.
2. Growth is a continual and never ending process.

REMEMBER: Your best tools for effective problem-solving will always be:

ACTIVE LISTENING
CLEAR AND HONEST SENDING
RESPECT FOR THE NEEDS OF THE OTHER
TRUST
BEING OPEN TO NEW DATA
PERSISTENCE
FIRMNESS IN YOUR UNWILLINGNESS TO HAVE IT FAIL

KEY POINTS:

1. Don't try to problem-solve a complex problem when you have only a brief period of time. Set up a time in the future convenient to you and the other person.
2. Include in each problem-solving situation only those persons involved in the problem.
3. Try not to go into problem-solving with a preconceived and fixed solution.
4. Don't rely on traditional or stereotyped solutions (or those of your neighbor). Your solutions may have to be unique ones because they will come out of a unique relationship.
5. Refer to problem-solving steps in Teacher-Advisor Relationship Model.

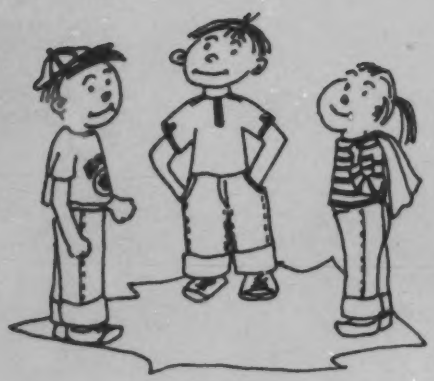
PRECAUTION: The teacher-advisor must judge when a student problem may be handled within the realm of the teacher-advisor program and when it may be better to seek help or refer the problem to other personnel. Other staff members, counselors, nurse and/or administrators may be used as consultants while the teacher-advisor continues to work with the student.

Examples of situations in which consultation or referral may be recommended include:

1. Specialized testing
2. Group counseling
3. Referral to outside agencies
4. Advisor-student conflict

Following study of the handout material, have the participants role-play teacher-advisor-interns in trios with the roles of advisor, student, and observer rotating on a round-robin basis.

Session III



"Trio Exercise on Helping with Class Projects" - Continue practice of helper skills using the real task of refining a class assignment.

"Class Sharing" - Discuss both the content of the various individual projects and the process of helping and being helped.

"Individual vs. Group Relationships" - Handout the following material for study (pp. 11-16 of the Student Centered Career Maturity Measurement - Junior High Level text).

SMALL GROUP ACTIVITIES

INTRODUCTION

The small group process can be an effective experience for the junior high student. The guidelines and activities which were developed and collected for this handbook are within the capabilities of a teacher-advisor. The teacher-advisors can use these activities creatively, selecting those activities which meet their capabilities and needs as well as student needs, interest, age level and group setting. They can be used in a variety of ways: they can be experienced with a student group; they can be used in sub-groups within the classroom; they can take place within interest groups formed by students of various advisors; or they can be used with individual students. Co-leading with another teacher-advisor, counselor or special service staff member is encouraged.

The small group activities presented here are designed to promote greater self-understanding and self-awareness by identification of values, recognition of feelings and acceptance of differences. They also aim at building interpersonal relationships among peers, family members and teachers, by encouraging a better understanding of our relationships with others. They will also provide experience in communication, decision-making and career exploration skills.

ORIENTATION

How to Orient Students to the Group - One method of helping students contribute to a group as well as profit from it might be to present the following in a classroom, small group or individual interview situation:

A. Guidelines for Group Participation:

1. Decide what you want from the group experience.
2. Speak for "I," not "We."
3. Share your feelings as best you can.
4. Try to be honest and also kind.
5. Remember that what is happening in the group is important.
6. Show that you have heard what other people have said.
7. Look at each person as you talk and use first names.)

B. Objectives for orientation interview prior to forming group (10-20 minutes):

1. Orient in terms of content, goals and processes.
2. Seek a personal goal statement.
3. Build up the group experience as a potentially valuable one (positive but realistic).
4. Indicate the contributions the student could take to the group.
5. Seek commitment to norms of empathy, regard, openness and regular attendance.

NOTE: For the student, the norms might best be stated as helpfulness (empathy), responsibility (regard), and honesty (openness).

Leader's Role

A. Definition (Shared Leadership):

Group leadership can be defined as the resource to carry out the necessary relationship climate and problem-solving steps in the Teacher-Advisor Relationship Model. Using one's role as a teacher or advisor to direct, reward and punish will be necessary, but it will not have the effectiveness of the previous influence methods. Ideally the teacher or advisor will want to give one's skills away to the group - to teach them to carry out the necessary group functions in helpful ways.

Shared leadership, also known as democratic leadership or group-centered leadership, has been found to be the most effective strategy in various educational, industrial and laboratory settings. The advisor, in openly recognizing the interdependence of the students and himself in providing choices for everyone in the group, and providing opportunities for mutual influence, is using shared leadership. Initially, the advisor will need to take a fairly active role in modeling and shaping the norms of cooperation and constructive conflict resolution; however, the longer range goal is to "give away" or teach these leadership skills to the students and encourage all the group members to assume responsibility for the success of the activities. The teacher can also be a powerful model when using shared leadership techniques.

The advisor will need to be honest with himself/herself and the students in terms of what decisions and actions the advisor has the power and influence to direct, and then to select only those that the teacher feels are so necessary to the success of the group, that he or she will not risk sharing the decision. For example, some advisor selected sub-groups and certain learning activities will not be submitted to a group decision if the advisor has the necessary power to implement these decisions and does not want to accept the consequences of a negative group decision. Another example would be the advisor's role of protecting some class members. A real danger is teacher or powerful class member manipulation of others using the devious guise of "democratic packaging."

B. Starting Group Discussions:

1. Provide a topic/task/question so that everyone can participate.
2. Establish norms of shared talk time and participation of all members.
   a. Use a carousel (go-round) technique to begin.
   b. Model the behavior first if appropriate.
   c. Choose as the first member-speaker in the carousel, that person most likely, in your opinion, to give you what you want (a model response). Work so that resistant members are later, but not last, in the go-round.
   d. Reinforce members verbally and non-verbally for their contributions whenever appropriate.
   e. Cut off "fast talkers" and "long-winded talkers" if necessary. Ask for the opinions or reactions of those not heard from. Silent members are often "gems" to be discovered!
3. Model good communication behaviors:
   a. Use first names, eye contact and direct communication.
   b. Listen attentively. Respond directly to the previous statement or question before changing the communication flow.
   c. Ask for clarification whenever necessary. Restate member statements in a more explicit manner if you are able.
   d. Attend to the feelings and meanings, not necessarily explicit in the words. (Note tone of voice and nonverbal cues.)
4. Establish norms of member-to-member involvement and communications.
   a. Call attention to member statements or questions not attended to.
   b. Use eye-contact, posture and other nonverbal signs to direct the discussion.
5. Establish norms of shared leadership:
   a. Redirect member statements made to you as leader. Turn away from the speaker and ask another member to reply, choosing a member who will reply directly to the first member-speaker. If that person does not, redirect the reply to the first member-speaker.
   b. Subtly reinforce group members (verbally and nonverbally) for attending to other group members rather than to you as group leader.
   c. Try to blur your leader role by gradually decreasing your leader behaviors. Don't set yourself up as the decider or elicitor of opinion, or the structurer or attender to feelings.

d. Respectfully use facts - avoid clubbing. Be frank about your own ideas, attitudes, concepts, experiences. Keep your preferences tentative until several aspects of the topic have been aired and understood.

e. Initially intervene if it is necessary to get the group back on the specified agenda or task, but gradually try to get the students to assume this role.

f. Try to make use of questions or member statements to structure the next part of the discussion; gradually encourage students to do this.

g. Rotate a process observer student role to refer ahead or call the group's attention to the agenda if necessary.

ABOVE ALL - try to show that you are enthusiastic about the discussion and sincerely interested in the group members.

Diagnosis of Group Problems - Three of the most common group problems are conflict, apathy and indecision - each with its own symptoms and possible diagnosis.

A. Conflict:

Conflict "in a group" means disagreement, argument, tension, impatience, and lack of listening.

Diagnosis 1

The group may have been given an impossible task and members are frustrated, feeling that they are unable to meet the demands made of them, that the task is not clear or is too disturbing.

Additional Symptoms to Look For:

1. Every suggestion made seems impossible for practical reasons.
2. Everyone seems to feel pushed for time.
3. Members have different ideas of the group's task.

B. Apathy:

Apathy includes indifference, boredom, lack of enthusiasm or follow through, satisfaction with poor work.

Diagnosis 1

The problem upon which the group is working does not seem important to the members, or may seem less important than some other problem.

Additional Symptoms to Look For:

1. Questions raised about what is really the group's task.
2. Members fail to follow through on decisions.
3. Confused or irrelevant statements are allowed to go by.
4. Members wonder about the reason for working on this problem.
5. Suggestions are made that we work on something else.

Diagnosis 2

The problem may seem important to members, but there are reasons which lead them to avoid attempting its solution, such as conflict of interest or fear of consequences.

Additional Symptoms to Look For:

1. There are long delays in getting started.
2. There is much irrelevant preliminary conversation.
3. Members are reluctant or embarrassed to discuss the problem.

Diagnosis 3

The group may have inadequate procedures for solving the problem.

Additional Symptoms to Look For:

1. No one is able to suggest the first step in getting started.
2. Members seem unable to stay on a given point.
3. Members appear to misunderstand or not hear one another.
4. The same points are made over and over.
5. The group appears unable to develop adequate summaries.
6. There is little attention to fact-finding or use of resources.
7. Members continually shift into unrelated, peripheral tasks.
8. Subgroups continually form, along with private discussions.
9. There is no follow through on decisions or disagreements.

C. Indecision:

Indecision refers to inadequacies in the decision-making process.

Symptoms

1. Fear of the consequences of a decision.
2. Conflicting loyalties among group members.
3. Interpersonal conflict among members.

Diagnosis 1

There may have been premature calling for a decision; the decision is too difficult; or the group is low in cohesiveness and lacks faith in itself.

Additional Symptoms to Look For:

1. The group swings between making too rapid decisions and having difficulty in deciding anything.

Diagnosis 2

The decision area may be threatening to the group, either because of unclear consequences, fear of reaction of other groups or fear of failure for the individuals.

Additional Symptoms to Look For:

1. The group lacks clarity as to what the decision is.
2. There is disagreement as to where consensus is.
3. A decision is apparently made but challenged at the end.
4. Group members refuse responsibility.
5. There is continued effort to leave decision-making to the leader, a subgroup or an outside source.

RAP SESSIONS

Group building activities might include rap sessions.

Topics for Rap Session:

School

1. Teachers I have liked.
2. Something a teacher did that I did not like.
3. Feelings I have about tardies.
   a. Policy (absent policy), etc.
   b. Locking of lavs.
   c. School rules.
4. What rights students should have.
5. The ideal school.
6. How other schools are different (many students have attended other schools).
7. Making friends in junior high.
   a. How to start.
   b. Cliques.
   c. Different types of kids in school.
   d. Keeping old friends.
   e. Jealousy.
8. School work.
   a. Areas I want to improve.
   b. Feelings about taking a test.
   c. Difficulty with work.
   d. Ways teachers can be helpful to students.
9. How much responsibility do I have:
   a. For being picked on?
   b. For a new student entering school?
   c. For the feelings a new person has?
   d. For ways to help new people?
   e. For common reactions to new students?
10. How much should I:
    a. Help others?
    b. Help others with their school work?
    c. Help others when too much helping becomes cheating?
11. Why do students cheat?
    a. When you know someone is cheating, what is your reaction?
    b. Environments that encourage cheating.

The handouts can be followed up with the following problems for small groups or whole class discussion.

PROBLEM SITUATIONS IN SMALL GROUP WORK

1. One of the students in your class stutters when nervous and is often teased about it by other class members. He has asked to be allowed to work on a project independently, rather than work in a discussion group with other students in the class.

2. Your class is working on small group projects which are to be presented to the rest of the class in two days. Today two of the students from one of the groups came and complained to you that they were doing more of the work for the project than the other members.

3. You are arranging a class of 24 students into small groups of six each. Three of the students are extremely shy (two boys, one girl). How would you group these students and why?

4. It is the beginning of the school year and as a teacher-advisor, you have received a list of students you will meet with which contains ten names. At the first meeting of the group, however, you find that only seven students are still interested--six of them girls and only one boy.

5. Your group of eight students has been meeting for four months regularly. Three of the students have asked you if their friends could join the group.

Session IV

"Career Planning Self-appraisal" - Have the participants do the Self-Awareness Survey or the Career Planning Activities and share in small groups. Discuss how these workshop activities might be used with older students.

SELF-AWARENESS SURVEY

1. List three strengths or talents that may affect your career development.

2. List two strengths or talents that you would like to develop.

3. What are your short term career goals? (Next three to five years.)

4. What are your long-term career goals? (Five to ten years.)

5. Three important influences on your career planning are: (People or events)

   a.

   b.

   c.

6. Think of the people who have provided encouragement and support to you in your career development. List at least three.

   a.

   b.

   c.

CAREER PLANNING ACTIVITIES

Purpose: To help participants clarify and identify their roles in life, and to think constructively and realistically about the future. To help students in the process of influencing their own futures.

Structure: Students, in groups of 4 or 5, work through a series of structured activities.

I. Self-Description (30 minutes)

Write 10 adjectives or descriptive phrases (on separate pieces of paper) which apply to or describe you as you are now. Arrange them in rank order (1 being most descriptive of you or most important).

Explain and discuss your self-description with your group. Give feedback to others as they share their items.

II. Eulogy and Epitaph (10 minutes)

Eulogy: Write your own eulogy and epitaph, as you would like to be appropriate when you die; perhaps the kind of thing you'd like to have read at a memorial service for you--not where you are or what you are now, but where and what you'd hope to be by that time.

Epitaph: Inscription for tombstone.

Share eulogy and epitaph with each other (20 minutes).

III. Fantasy

Take a point 5 or 10 years from now. Fantasize the "perfect week." What will you be doing, who will be with you, where will you be, what will you be like, etc.? (10 minutes)

Share the fantasies with the others.

Optional: If this is where I want to be, what do I need to start doing now? What do I need to stop doing? These action components can be shared and discussed with partners so that they can give feedback and perhaps give you other things you hadn't thought of. (20 minutes)

IV. Life Inventory (10 minutes)

Filling out forms answering the items in VI.

V. Discussion of Life Inventory (60 minutes)

Items: Great or peak experiences I've had.
Things I do badly and/or would like to stop doing.
Things I do well.
Things I would like to learn to do well.
Experiences I would like to have.

VI. News Release (15 minutes)

May be a fairly brief (one page) feature article--news release on your life written by either a close friend, colleague, or a professional reporter at some point fairly far down your lifeline. Write what you would like to have written about you and what you might also be able to accomplish in a statement you would like to read, and include your predominant life roles/ accomplishments/plessures....

VII. Sharing of News Releases (45 minutes)

VIII. Goal Setting (50 minutes)

Things I want to do starting right now.
Long-term goals.
How do I get started?

PERSONAL GOAL SETTING

FIELD FORCE ANALYSIS

In setting goals for yourself, consider what you like to do and what things you do best. Also look at what are the sources of help in your environment, as well as the obstacles to achieving your goals.

Step 1. Write down a long-range goal. This goal should be possible for you to achieve within the next two to five years.

Long-range Goal: _____

Step 2. Now think of a more short-term goal. One that can be achieved during this school year. This goal should be related to your long-range goal.

Short-range Goal: _____

Step 3. Now list all of the sources of help and positive reasons why you should expect to achieve your short-range goal. At the same time, list all obstacles and limitations that will have to be overcome in order to achieve your short-range goal.

List both the positives and negatives in the two columns:

Forces For and Forces Against

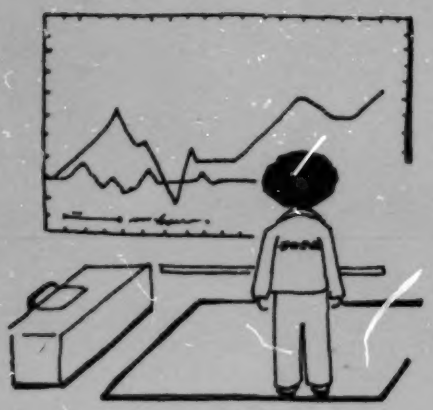
Field Forces

Forces For		Forces Against
1.	→ ←	1.
2.	→ ←	2.
3.		3.
4.		4.
5.		5.
6.		6.

Step 4. If you listed very few forces for, it may mean your goal is very easy to achieve or you have not considered all the resources you have. If you have listed very few forces against, it may also mean your goal is very easy, or it may mean you haven't considered all the potential problems.

Step 5. When you can no longer list any more forces for or against, share your "Field Forces" with two other people. Get their help on planning to achieve your goal.

LABOR MARKET TRENDS EXERCISE



From your vantage point (i.e., as a teacher, counselor, personnel worker, manager, consultant, parent, etc.) indicate how you would help someone with their career planning for the next 5 to 10 years in the light of labor market trends.

. . . My position of advising is as a

_____.

. . . The age of the person I would be advising:

____ (10-15) ____ (20-30)

____ (40-50)

. . . List three other "descriptors" for your advisee (i.e., interests, abilities, sex, geographic home, etc.).

_____

_____

_____

Describe briefly the labor market trends you would focus on:

_____

_____

_____

_____

Sources of data to support the trends would be:

Print	Non-Print
_____	_____
_____	_____
_____	_____
_____	_____

On the back of this sheet, briefly describe how you would go about helping your advisee interpret market trends, and apply such data to career planning.

Session V

"Realistic Expectations for the Teacher-Advisor-Role" - A successful teacher-advisor program requires adequate in-service, adequate time for both individual and small group student contacts, and a professional recognition of the value of advising as a vital part of the teacher's role. The teacher-advisor role needs to be flexible enough so that academic advising and monitoring of student progress are roles as acceptable as that of personal counseling and crises solving. Even in an ideal teacher-advisor program, in terms of student and staff time and staff training, we would probably find frustrated advisors. Having experienced advisors describe realistic accomplishments as well as likely disappointments is necessary. Monitoring student needs, educational progress, and career development is more likely to provide concrete accomplishments in both the eyes of the advisor and the student than a more problem orientated advisor program. A career development advisor does not have to exclude crisis solving, however.

"School Resources and a Counselor's View of the Teacher-Advisor Role" - An experienced school counselor individually or teamed with an experienced advisor can review the various types of school resources that are available to the advisor. Examples of school resources include other teachers, the counselor, assistant principal, nurse, other school adults, the career center specialist, special programs in the vocational department, and special education. A hypothetical student case study has been a successful way for advisors to find out about the variety of available school resources and how such information might be integrated in student advising. A complete school record might be made up with a cumulative record, health record, career learning center record, etc. The workshop participants can be asked to fill out the case study information in trios by actually going around the school and talking to each of the resource people. Each resource person will have to be prepared in advance. After the trios have gathered their data on the hypothetical student, a simulation staffing might be arranged using an inner circle of experienced counselors and advisors to role-play various teacher and resource people. At least two empty chairs should be left for participants to join in. A plan of action that the student will accept should be the goal of the staff meeting. The following case study form might be used.

A CASE STUDY

Develop several mock-up case studies using this format:

I. FAMILY

Male_____ Female_____ Age_____

Home is Rural_____ Urban_____ Suburban_____

Father's Occupation_____ Age_____

Mother's Occupation_____ Age_____

Number of brothers Younger_____ Older_____

Number of sisters Younger_____ Older_____

Write a few sentences summarizing each of the following.

II. GENERAL BACKGROUND

A. General school achievement

B. Aptitudes and disabilities (strengths and areas for growth)

C. Interests

D. Attitudes, values

E. Personality

III. WORK EXPERIENCE

IV. CLIENT'S STATEMENT OF THE PROBLEM OR DECISION TO BE MADE

V. COUNSELOR'S DIAGNOSIS (You are the counselor)

VI. COUNSELING TREATMENT

A. Information gathering

1. What alternatives has the client explored?

2. What alternatives should the client explore further?

3. How can the client do this?

B. Decision-making

1. What is the general direction the client wants to go?

2. What purposes must the long-term decision that he makes serve for him?

3. What purposes must the immediate decision he makes serve him?

4. What are the limits of the situation within which the client must operate? (education, finances, ability, draft status, family commitments, parental pressures, etc.)

C. Counselor recommendations

D. Plan of action accepted by the client

VII. PROGNOSIS (prediction as to what will happen as a result of the above treatment)

VIII. FOLLOW-UP (When and how will you evaluate the client's progress?)

Session VI

"Community Resources" - A variety of community resources might be presented including community career guidance agencies, community drug counseling, employment services, shadowing and career observation opportunities, environmental engineering and crisis advising - the concept of helping arrange learning opportunities and decreasing problems and crisis situations is the basis for career development advising.

Crisis advising might be a viable role for some advisors at times. A community crisis center counselor and/or a school counselor might be used as resource people.

Session VII

"Monitoring Student's Career Maturity" - Helping students integrate their education experiences with on-going suggestions for growth is needed. The process of developing a portfolio of competencies, starting in the elementary grades and cumulating through high school, is the goal. The portfolio might include resume, letters of recommendation, work samples, performance indicators, academic profiles, and an autobiography. The following handouts provide guidelines for student interviews and advisor recording and conferring.

CONFERENCE REPORT (TO BE PLACED IN STUDENT'S FILE)

Student_____ Parent_____

Advisor/Teacher_____ Subject or Activity_____ Date_____

1. Purpose of activity_____

2. How would you describe your participation?

_____Active _____Neither quiet nor active _____Not active seldom participating

3. How the advisor/teacher sees your involvement and accomplishments._____

_____

4. How do you see your involvement and accomplishments with advisor/student activities?_____

5. What was your reaction to the unit? How has (hasn't) it been helpful to you? Has it given you new ideas?_____

_____

6. How could the activities be improved? What would you do differently?_____

_____

_____

7. What would you like to do next year?_____

_____

8. List two strengths you feel you have at this point._____

_____

9. List two talents you would like to develop._____

_____

10. What are your short-term goals? (Next 1-2 years.)_____

_____

11. What are your long-term goals? (Next three to five years.)_____

_____

GUIDE FOR HIGH SCHOOL CAREER DEVELOPMENT INTERVIEW

Student's Name_____ Age____ Institution or Agency_____

Grade or Level_____

Father's Occupation_____Mother's Occupation_____

What kind of student are you?_____

Is your high school record an accurate reflection of your abilities? Yes No

Special interests and accomplishments_____

_____

Tentative occupational aspirations_____
(What you'd like to be doing in ten years)

Tentative highest educational aspirations:

Finish H.S. H.S. + 2 yrs. 4-year college Grad. School

Immediate plans for now or after completing present level of education

____Drop out

____Attend a "free school"

____Attend college or university (liberal arts, University, state college or junior college) Name if student has identified same_____

____Attend area vocational-technical school

____Attend private trade school (training in cosmetology, plumbing, electronics, dental assisting, practical nursing, etc.)

____Attend business or commercial school (business college or secretarial school)

____Attend some other specialized school_____

____Get job immediately

____Go into the Service

____Do alternate service

____Have a full-time career. Get married, raise a family, and reenter the labor force.

____Get married and drop out of the labor force.

____Get married and combine a career outside the home with marriage and family.

____Travel

____Have other plans. Specify_____

____Don't know

REASONS FOR PLANS (CHECK AS MANY AS APPLY AND STAR MAIN ONE)

___To prepare for a vocation ___To be with old school friends

___To find myself (be self-fulfilled) ___To make friends ___To make money

___To please parents ___To be undergraduate ___Like school ___Don't like school

___It's the way to go ___To contribute to society ___Foregone conclusion

___Only thing I can afford ___Other_____

_____

How do your parents feel about your plans?_____

What kinds of information and/or help do you feel you need to assist you in your plans?_____

_____

_____

What do you see as the major obstacles to achieving your goals?_____

_____

What are the main things you feel you have "going for you" to achieve your goals?

_____

_____

What kind of help (and from whom) have you gotten in your planning thus far?

_____

What person or persons do you see as having influenced your plans most thus far? And in what way?_____

_____

Have you ever seen a counselor to discuss your plans? Yes No

If yes, how many times and at what grade?_____

Was the counselor helpful to you?_____

Would you like to discuss your plans with a counselor? Yes No
(If answer to this is yes, interview should follow through and facilitate referral to counselor.)

How does the Military Service or alternatives to it fit into your planning?

_____

_____

_____

INTERVIEWER ONLY

How vocationally mature is this student for his/her age? Least Mature 1 2 3 4 5 Most Mature

What do you see as this student's major needs in his/her career planning?_____

_____

How much information does he/she have about the work world?_____

_____

What is his/her attitude about work and its place in life?_____

_____

What kinds of help or information did you (can you) recommend to assist him/her in thinking about himself/herself and the options open to him/her?

_____

_____

_____

What do you see as the next steps favorable for this student in his/her planning?

_____

Do you see any kind of a career pattern evolving?_____

_____

How does work fit into his/her value system or projected life-style?_____

_____

_____
Signature of Interviewer

Please rate this form as a guide to the interview:

- ☐ Excellent - Very helpful, stimulated interaction/
- ☐ Very good - I liked it and found it appropriate and helpful.
- ☐ Satisafactory - Worked OK for me but no strong feelings.
- ☐ Unsatisfactory - Got in the way of real communication

Please make concrete suggestions for changing or improving this interview guide as well as for its use.

_____

_____

_____

INDIVIDUAL ADVISEE OUTCOME RECORD

STUDENT _____

ADVISOR _____

I. STRENGTHS (including evidence)

1. _____
2. _____
3. _____
4. _____

II. NEEDS (including evidence)

1. _____
2. _____
3. _____
4. _____

III. STUDENT OBJECTIVE

_____

_____

_____

_____

_____

_____

(continued)

IV. ACTIVITIES

Activity	Comment check for completion

V. RESULTS

GUIDELINE FOR RECORDING STUDENT PROGRESS

The recording of student progress involves several considerations:

1. A student's school record is, in one sense, the property of the student and his/her parent and is open for their review upon request.

2. The student's school record ideally contains information that is useful to the student and the teacher.

3. The student record should include information that focuses only on the student.

   Examples of student record information:

   a. Student self-description
   b. Test results in a form understandable to the student and the parent
   c. Attendance and report card marking
   d. Teacher observations of the student's behavior - interpretations are completed at one's own risk
   e. Documentation of activities and samples of accomplishments

4. Information that is not student centered is likely to be useless, unethical or threatening.

   Examples of information that should not be part of a student's record include:

   a. Psychological and psychiatric jargon
   b. Personal reactions of school personnel to the student's family and life circumstances
   c. Any information that is obtained under false pretenses ("If you confide in me I won't tell anyone else.")
   d. Impressions or reactions to the student which cannot be documented in any other way
   e. Impressions or reactions which, when shared with the student have the salient effect of hurting and not following the guidelines of constructive criticism.

(Page 14 of the Teacher-Advisor Handbook Junior High Level)

PARENT CONFERENCES

TYPES OF CONFERENCES

The following include samples of "types of conferences" in and out of the school setting. The most common type conference that an advisor will hold is probably with the student and parents. The student should increasingly take a more active role in such conferences over the high school years.

If you feel you are facing a crisis-type of conference, contact the Special Services Department staff members who can plan a course of action with you. Check to see if others have started to work on the problem. A team approach to the more serious problems is usually desirable.

VARIOUS CONFERENCE MODELS

A. Parent-Student-Advisor
   General progress conference
   Held at school
   "No special crisis"

B. Parent-Advisor
   General progress conference
   Held at school
   "No special crisis"

C. Parent-Student-Advisor-Counselor-Other Teachers
   Teamed effort
   Held at school

D. Crisis Type Conference
   Teamed with Special Services
   Department member
   Held at school

E. Home Visit
   Held at home of student
   Advisor teams with Special Services Department member

F. Conference held at hospital or another type of institution
   Teamed with Special Services Department

(A sample model based on the Parent-Student-Advisor Conference Model)

I. PRE-CONFERENCE PLAN

Preparation for parent conference:

1. Advisor will meet with student early in the school year. Student will be informed that later in the year a conference with parent-student-advisor will be held.

2. Student will be informed before conference that he is expected to bring in materials to conference. This might include class schedule, samples of work or current work from several classes and career maturity resume'.

3. Advisor will become familiar with the student records before the conference (e.g. cum card and cum folder, personal data sheets, attendance records, discipline contact with each of her/his teachers).

4. Set the time with parents and have student confirm the date and hour and the day of the appointment.

II. ENVIRONMENT FOR CONFERENCE

1. Set the stage! Arrange chairs and materials in advance. Give student and parent the assurance you have prepared for this meeting.

2. If you will be referring to student work, the record book and units of work should be ready if possible.

3. Don't work too hard at trying to make the meeting seem casual. It can start out in a businesslike manner. The meeting can relax as you move into the lighter aspects of the student's day. Too much casual talk detracts from the purpose. Many parents make a sacrifice to come for a conference (baby-sitters, taking off work, transportation problems). Parents will like a comfortable climate, but the purpose should be clear to all present.

4. Focus the discussion initially on a specific example of behavior with which you are concerned. If parents requested the conference, ask them to give specific examples of behavior.

III. THE CONFERENCE

1. Let student and parent know how much time you can give them. Simply state, "I have scheduled about 20 minutes for this meeting."

2. Ask student and parents to talk about any concerns they have. <u>Really listen</u>! (Be an active listener!)

3. If you have the student in class, volunteer to give some personal impressions of the student's involvement in class (e.g. the way he/she volunteers, the way he/she organizes, the way he/she works in groups, the way he/she uses time).

4. Volunteer that you have checked with other teachers. If they wrote reports for you, it is usually best to paraphrase them. Sometimes they are written in haste and your teacher co-workers will appreciate it if you use their statements with your best judgment.

5. If you feel capable of giving test information, you may wish to do so; or refer parents to counselor about test information.

6. If a problem is presented, work on a simple start - an action plan - feel free to <u>ask</u> that you be able to discuss the problem with others who are concerned with your student. These may include other teachers, nurse, counselors, tutors, assistant principal, etc.

7. Emphasize that you will contact appropriate teachers when discussing moves into areas about which you do not have good information, or over which you do not have control.

8. Confidentiality is an important consideration.

   a. Remember, information that was given to the teacher in confidence must be maintained as such. If a student tells you things that, in your judgment, should be known to others, then ask the student not to share information with you unless he/she is willing that you use your best judgment in what you do with the information he/she gives you.

   b. If parents relay personal information that you feel should be shared with other school staff, let them know that you would like to share this information with certain specific people. They will usually consent if you tell them why you feel it should be shared.

   c. It is best always to ask all parties before you share information.

9. If time permits, encourage and allow discussion of student's interests and career goals. Parents will sometimes share their aspirations for their child with you.

10. Terminate the conference. Review what the next steps will be and restate the plan of action. Set a time when the student will report to parents, or a time when you might call the parents after you have checked through on a problem.

11. Hand out material. If you can refer to some reading or literature about an area of concern, the parents may appreciate getting the name of the author and text (perhaps have a copy available). The counselors will try to keep an up-to-date listing of some appropriate materials. Short articles are also available that can be copied. The following are examples:

    a. "Behavior Modifiers in the Adult-Child Relationship"

    b. "Coping with Your Child's Successes and Failures"

    c. "Student Perfection"

    d. "Dealing With Anger"

IV. POST CONFERENCE: FOLLOW-UP

Write up a brief report:

1. Be sure to give <u>date</u>, <u>hour</u> and <u>place</u> the conference was held.

2. State who attended:

   Sample: Advisor Jack Smith met with Gregory Snell, grade 7, his father and stepmother - Mr. and Mrs. Joseph Snell.
   Time: 3:30 p.m. Date: November 26, 1976
   Place: Room 123.

3. Record actual topics discussed:

   a. Progress in specific class
   b. Problems in some areas
   c. Preferences in way student likes to work
   d. Hobbies or interests
   e. Things student finds difficult

4. Avoid giving interpretations of what went on in the conference. Make objective statements.

5. Inform school staff that a conference was held. Get back to the staff, from whom you gathered information, with a summary of information. They'll be interested to know if you used the information they gave you. If an action plan was started, let them know about it. (NOTE: If you're going to call on the staff for further information, they'll be more willing to share if you give them a follow-up.)

6. If a report is being made to staff via "ditto copy," please fold and staple the copy. Mark the back side "Confidential." A poorly written summary of a conference in the hands of students, could work to the disadvantage of your student.

7. If your report is one that would have value for all teachers who work with your student, it would be well to file a copy in the cum folder. This should be written in such a way that parents can see it.

GUIDELINES FOR OBSERVING

I. Be specific.

II. Record and interpret only what is observable.

III. Distinguish clearly between your reactions and the behaviors you observe.

IV. Stick to the specific situation and the behaviors.

V. When there are conflicting observations, provide opportunities for all observations to be discussed and recorded.

VI. Consider objectively the probability that another person would see the same thing.

VII. Whenever possible, check out your observations with another person, possibly the student him/herself.

VIII. Teach students to be observers of themselves and of others.

GUIDELINES FOR INTERVIEWING

I. Helpful for teachers to model such behavior as:

A. Openness - sharing one's own feelings and intentions about a particular situation.

B. Positiveness - emphasizing strengths rather than weaknesses.

C. Asking and giving specific information.

D. Active listening - clarifying and indicating personal interest.

II. Focusing the Conference:

A. Clarify how the information will be used and with whom it will be shared.

B. Consider a variety of questions as direction-setters for the conference.

1. Open-ended questions:

a. What do you think about your progress?
b. What is your reaction to the unit?
c. What are new understandings you have gained?

2. Highly structured multiple-choice questions.

a. How would you rate your project?

___ Excellent ___ Good ___ Average ___ Needs Improvement

C. Acknowledge and building on student input during the conference.

D. Two-way communication on a specific topic is the goal, rather than solving problems or conflicts.

E. Keep it simple and direct.

III. Suggestions for recording the interview:

A. Record only what is useful and understandable to the student.

B. Record accomplishments and strengths.

C. Possible methods for recording:

1. Teacher records interview.
2. Student records interview.
3. Parent records interview.
4. Teacher or student makes notes from memory.
5. Process observer (third party) records the interview.

Evaluation

The following short answer questions might be used along with an anonymous reaction survey to improve future workshops.

Questions 7 through 14 should not be graded, but used to evaluate the workshop's effectiveness.

CAREER EDUCATION WORKSHOP

Staff Number_____
(no name)

TEACHER ADVISOR SKILLS OPTION

1. What are the critical elements in developing a helping relationship? (5 points)

2. Describe how you would help a yount person interpret labor market trends and apply such data to career planning. (4 points)

3. Describe briefly the types of school-student personnel information that can be gathered to help understand an individual student. (4 points)

4. List school and community resources that might be used in helping individual students. (4 points)

5. What are some considerations in deciding whether to work with a student individually or in a small group? (4 points)

6. What are the basic elements in teaching career-personal decision-making? (5 points)

I have taken an Introductory Career Education Course. Yes_____ No_____

I have taken a Group Dynamics Class. Yes_____ No_____

How would you rate yourself at the present time in the following areas related to teacher-advisor skills:

	Excellent	Good	Fair	A Lot To Learn
7. Understanding of how helping relationships are developed.	_____	_____	_____	_____
8. Knowledge of interpersonal communication.	_____	_____	_____	_____
9. Knowledge of school and community resources for helping students.	_____	_____	_____	_____
10. Knowledge of school records.	_____	_____	_____	_____
11. Comfort level in one to one teacher-student relationships.	_____	_____	_____	_____
12. Knowledge of the career decision-making process.	_____	_____	_____	_____
13. Understanding of interpersonal conflict.	_____	_____	_____	_____

14. I feel that a teacher-advisor program can play an essential role in a career education program.

Strongly Agree Agree Disagree Strongly Disagree

Resources

Student Centered Career Maturity Measurement - Junior High Level by a Parkview Junior High School Committee, revised 1976, and reprinted, 1977, by the Minnesota Department of Education, Division of Instruction, St. Paul, Minnesota.

Covers the advisor role, interviewing, monitoring, example activities, and evaluation techniques.

Student Centered Career Maturity Measurement - Senior High Level, Roseville Area Schools, 1976, reprinted, 1977, by the Minnesota Department of Education, Division of Instruction, St. Paul, Minnesota.

Covers a variety of career development learning activities with an assessment emphasis.

STAFF DEVELOPMENT MODULE #5

TEACHING GROUP WORK SKILLS

Overview

Interpersonal competence is basic to the career development of students and is also basic to the teaching process and to the organizational climate of the school and community setting. In the early conceptualization of career education, interpersonal skills were usually subsumed under self-concept or job seeking skills. Interpersonal skills is one of the major goal areas in many of the current career education scope and sequence models. Interpersonal skills can be viewed as "basic" to a student's general education and a universal career skill both in paid and non-paid work roles.

Career education also needs to address itself to the organizational climate of the school. Participatory decision-making and open channels of communication can greatly affect staff morale. Staff/worker alienation is incongruent in a model of career education for students as well as ineffective in teaching results.

The principles of group dynamics presented in the workshop are illustrated with examples of classroom units, classroom procedures, guidance or advisor groups and school organizational development. Such a breadth of examples can be somewhat difficult. If the participants' needs seem to center around selected areas such as classroom techniques or curriculum units, the workshop staff may wish to focus on such examples. There is also an advantage to illustrating that principles of cooperation, participatory decision-making, etc., apply to elementary and secondary classrooms, to advisory groups and to faculty meetings.

The following content outlines can be used to establish specific instructional objectives along with the responses to the Survey for Planning.

Target Groups

Any school staff member might profit from such a workshop as would community members. If graduate credit is the major incentive, the participants will most likely be certified staff.

Funding and Staffing

The program described has been offerred as a two-graduate-credit workshop by school staff in collaboration with the University of Minnesota Counseling and Student Personnel Psychology Department. Each participant paid the regular University tuition and the school workshop staff received the University instructor pay. Other arrangements would work for both participant incentives and for staff pay. Finding staff members with group dynamics background is difficult in schools and outside resource persons may be needed to help team-teach the workshop the first two or three times. Many educators have extensive group dynamics experience but lack a cognitive knowledge of the concepts and the support literature.

WORKSHOP IN CAREER EDUCATION

TENTATIVE COURSE CONTENT

2-Credit Sub-Course Option

Teaching Group Work Skills

1. Common Elements of Groups
   a. Cohesiveness
   b. Norms
   c. Models
   d. Group Productivity

2. Developing a Climate for Teaching
   a. Empathy
   b. Regard
   c. Genuineness
   d. Trust

3. How to Share Group Leadership

4. Analyzing Group Development

5. Group Observation - Analysis of Problems

6. Starting with a New Group

7. Group Learning Examples
   a. Interpersonal Communication
   b. Group Decision-Making
   c. Personal Decision-Making and Life Planning
   d. Personal Growth and Goal Setting
   e. Cooperation and Conflict

TEACHING GROUP WORK SKILLS

SURVEY FOR PLANNING

2 Credits

NAME_____ BUILDING_____ DATE_____

1. Topics to emphasize:_____ _____ _____

   _____ _____ _____ _____

2. Important topics missing in the tentative course outline:_____

   _____ _____ _____ _____

3. A possible outside project for me in applying group work skills to career education might be:

   _____

   _____

   _____

4. Suggestions for Class Format:

   a. _____Mostly Presentations

   b. _____Mostly Laboratory Activities

   c. _____Mostly Discussion

   d. _____A mix of (please circle) a b c d e

   e. _____Other Explain:_____

5. My background in Group Dynamics:

   a. Specific Credit Courses (i.e. Human Relations, TET, TA, Social Psychology, Peer Counseling, etc.)

      Describe:_____

      _____

   b. Workshops - Describe:_____

   c. Teaching Experiences - Describe:_____

   d. Other - Describe:_____

Format Overview

Seven to ten after school workshop sessions, each two to two and a half hours long, or a three to four-day program are feasible formats. If graduate credit is offerred, the granting institution will have specific standards, including time.

Example Agendas

Session I

15 Minutes	Registration
30 Minutes	Pretest
80 Minutes	What Groups Have in Common
15 Minutes	Workshop Requirements

Session II

30 Minutes	Cohesion Building
60 Minutes	A Climate for Teaching
10 Minutes	Group Development
10 Minutes	Group Size
30 Minutes	Project Planning with Small Group Help

Session III

45 Minutes	Process Observation
30 Minutes	Starting with a New Group
30 Minutes	Leadership Styles and the Concept of Shared Leadership
30 Minutes	Small Group Reaction

Session IV

90 Minutes	Group Decision-Making
45 Minutes	Small Group Help

Session V

Teaching Cooperation

Session VI

Topics to be Determined
or Small Group Sessions

Session VII

90 Minutes	Project Reporting
30 Minutes	Post Test
10 Minutes	Workshop Evaluation

Example Activities and Content

Session I

"What Groups Have In Common" - Ask the participants to individually fill out the handout "Groups I Have Known" and share in small groups. Follow up with a presentation using the outline "What Groups Have In Common." The major objectives are to illustrate the common elements of most groups and the potential for learning and producing in groups. The frustrations of poorly functioning committees and the pressure on individuality of many counseling and advising groups also need to be brought out.

"GROUPS I HAVE KNOWN"

Step 1: Make a list of several groups you have participated in. These groups might include adults and/or students. List 10 or more.

(A) Group	(B) L/D	(C) P/NP	(D) L-R
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Step 2: Put an L in Column (B) by each group that you liked and were satisfied with, and a D for each group that you disliked or were dissatisfied with.

Step 3: Put a P by each group in Column (C) that was productive, and an NP by each group that was not productive.

Step 4: Describe the leadership role or structure in Column (D) by placing a GM for "Great Man," PP for "Parliamentary Procedure," CA for a "Concensus Approach," or NK for "Nobody Knew."

TEACHING GROUP WORK SKILLS

What Groups Have in Common:

I. Definitions of All Groups

One definition of a group - "A group is a collection of two or more individuals, in face to face interaction, with some degree of mutual influence and some degree of common purpose."

Definitions of what constitutes a group can best be looked at on a sliding scale of "groupness," rather than as a question of what is a group or what is not a group.

II. Characteristics of All Groups — Low "Groupness" ⟷ High "Groupness"

A. Cohesiveness

B. Norms

C. Models

D. Productivity

III. Activity Potential of All Groups

A. Communication

B. Problem Solving

C. Psychological Support

D. Action Plans

IV. Sources of Member Satisfaction for All Groups

A. Perception of Consensus as to each Member's Status and Role.

B. Perception of Goal Progress

C. Perception of Freedom to Participate

"Workshop Requirements" - Each participant is asked to develop an out-of-class project applying principles of group dynamics in an educational setting. Projects might involve classroom procedures, teaching units, guidance or advisory groups, student or faculty committee work on school organizational development problems, including school-community collaboration.

If the workshop size is 12 or less, a small group informal structure may be used for all of the sessions. Typically a larger size will be needed for credit funding. Another option for workshop organization is to use small groups of five to seven for segments of several of the sessions to focus upon helping each participant with their class project. A group counseling or advisory model can be used to give participants experience in helping and being helped in a small group setting.

Generally, high risk personal and interpersonal confrontations would not be appropriate for the workshop. The workshop staff should try to periodically sit in on each small group.

Session II

"Cohesion Building" - Have the participants fill out the Open-Ended Sharing handout and discuss it in small groups. Follow up with a discussion of constructive openness and focused self-disclosure. Consider using the Johari Awareness Model found in Of Human Interaction by Joseph Luft, Palo Alto, California, National Press, 1969.

OPEN-ENDED SHARING

You decide what you want to share with your group about the following topics.

Directions: Do as an individual first;
then share with your group.

1. Share one thing about your job with fellow members.

2. Share one success experience you have had lately.

3. Share one thing about your family background.

4. Share one strength you have as an educator.

5. Share an avocation, hobby or interest you have outside of school.

6. Share one feeling you have about working with small groups in your classroom.

The following handout may be suggested for study. (Pages 15-19 from Personalized Education Using Group Methods.)

"Chapter 3"

A CONCEPTUAL MODEL OF GROUP METHODS

The Need for a Conceptual Model

Theory in education is often unpopular, perhaps as much or more unpopular than goals, objectives, and assessment; yet empirically valid principles and generalizations can be helpful. A casual inspection of current teaching and counseling resource books, curriculum materials, and workshop agendas shows a multitude of often unrelated techniques and materials using group methods to teach some facet of self-awareness or interpersonal relationships. This chapter will attempt to fulfill a need for a cognitive map or conceptual framework for a systematic but personalized approach to group methods. This cognitive map can be a guide in (1) diagnosing group needs, (2) selecting specific techniques, (3) setting goals, and (4) evaluating progress.

The conceptual model will be described before the more detailed examples of group procedures in Chapters 4-9 in order to capitalize on the facilitating effects representing general methods of organizing thinking in an area before learning the specific details. The facilitative learning effects of such "advance organizers" (Ausubel, 1960) will be elaborated upon in a discussion of orientation to group activities in Chapter 4.

The processes common to the classroom group, the social learning laboratory group, the counseling group, and the problem-solving group fall into two broad categories. One major dimension of group process consists of the climate factors. The second major dimension of group process consists of the problem-solving or task steps.

Dimension I: Climate Factors In Group Process

The climate factors in group processes fall into three broad categories: empathy, regard, and genuineness. Empathy, regard, and genuineness have been researched as significant and teachable conditions of interpersonal relationships (Truax and Mitchell, 1971). By significant is meant that the conditions of empathy, regard, and genuineness correlate with the amount of mutual interpersonal influence present in a given interaction. Much of personalized teaching or counseling involves an influence relationship with and between students and includes some degree of mutuality. The definitions of empathy, regard, and genuineness will now be elaborated within the framework of group processes used to facilitate self-concept and interpersonal competence.

Empathy

Empathy can be defined as being aware of, sensitive to, and understanding of the feelings, values, and ideas of others. It includes listening actively, questioning, accurately understanding, and participating as an involved, concerned individual. Berenson and Carkhuff (1967) also put an emphasis on levels of feelings and experiences deeper than those actually communicated as a part of empathic understanding.

Regard

Regard includes a respect for others originating from respect for self. It involves expression of concern and positive feelings for worth as a person as well as the feelings and experiences of others. Other adjectives for regard include warmth, caring, accepting, and selective attention. Traditional nondirective or member-centered theorists have used the term unconditional positive regard: however, a study by Mathhes, Kranzler, and Meyer (1968) suggested that unconditional positive regard might impede change in children. In learning theory terms, all retard or attention shown is selective in the sense that we both perceive and respond selectively. A group leader who can be aware of and selectively attend to or reinforce the behaviors considered desirable will be a more effective and systematic influence in that group, whether it be a class group, a counseling group, or any other group. From a standpoint of gradually trying to shape or influence others in a group, we may be less selective and confrontive in our positive interactions with others while we are in the initial stages of building a strong group climate.

Genuineness

Genuineness can be described as clearly being oneself. For example, observable behavior including verbalizations are related to what one is thinking and feeling. One's intentions and feelings are owned so that there is a minimum of "dumping" or destructive effects on others. Other adjectives include constructive openness, leveling, honesty, "here and now" reaction, concreteness, and self-disclosure. Constructive openness and self-disclosure will be expanded on in later sections dealing with developmental group activities and teaching interpersonal communication. It should be mentioned that if genuineness is to facilitate personal growth or teaching, it needs to involve considerations of tact, risk-taking, a spirit of helpfulness, and a reciprocal situation. An "unloading" of feelings or an emotional outburst of criticism is generally not helpful, particularly when the other factors of empathy and regard are not present and the other person or group members are much more "closed" in their communication.

Cohesion

All three interdependent relationship factors; empathy, regard, and genuineness, closely interact and require some type of balance in order to form a facilitative climate for learning. Cohesion is the construct in groups that encompasses the three relationship factors, empathy, regard, and genuineness and has been defined by Festinger, Schachter, and Back (1950) as "the resultant of all forces acting on all members to remain in the group (p. 37)." Attraction-to-group (cohesion) is partly a function of the amounts of empathy, regard, and genuineness shown in the interpersonal behavior of its members, but is also a result of other incentives, expectancies, and motivations for group membership including perceptions of benefits of working together.

As mentioned previously, cohesion or group power is a common element of all group teaching-learning processes, and specific examples of how this group power can be strengthened and utilized in teaching self-concept and interpersonal competence will follow in Chapters 4-9. Cohesion can be considered an outcome of several group factors--a goal in itself as well as a means to an end. For example, high group cohesiveness increases the following: (Goldstein, Heller, and Sechrest, 1966, pp. 397-398)

a. Openness to the influence of other group members
b. Acceptance of group member confrontations
c. Value of group goals
d. Anxiety reduction
e. Equality of participation
f. Pressure on member who deviates
g. Attendance.

The power of group cohesion can be used for positive learning and problem-solving, or it can be used to stifle individual members and sabotage problem-solving and other measures of productivity.

Trust

Closely related to cohesion is group or interpersonal trust which includes (1) the perceptions of the degree of predictability of other person's behavior and reactions, (2) the perceptions of the goals and self-interests held in common, (3) the degree of mutual influence, and (4) the quality of the interpersonal communication within the trust unit--especially the degree of openness. It should be apparent that empathy, regard, and genuineness, especially genuineness, play a large part in the development of trust. Trust building in a group may be a goal in and of itself, or it may be a necessary climate factor (means) to another (end) instructional objective.

In summary, the three interpersonal relationship qualities of empathy, regard, and genuineness are primary but not the sole components of building group power or cohesion as well as trust. The ideal group climate for learning in many areas of self-concept and interpersonal competence include empathy, regard, and genuineness as group norms as well as providing many opportunities for modeling and initiating empathy, regard, and genuineness behaviors and practicing these behaviors in a variety of reality testing situations.

Dimension II: Task Steps In Group Process

The task steps in group processes are the problem-solving or action planning activities which form the agenda or purpose(s) of the group meetings. This agenda process may involve classroom activities, social learning laboratory tasks, problem-solving in committee work, and group or individual group counseling goals. The five sequential agenda process steps include: (1) determination of needs and possible areas for growth, (2) negotiation of goals, (3) the introduction of new ideas, skills, or attitudes, (4) selection, application, and practice of new ideas, skills, or attitudes, and (5) evaluation and recycle to step 1 or any other step if necessary.

Step 1: Determination of Needs

Empathic skills are primary in step 1; listening with empathic understanding is vital. Identification of needs, problems, strengths, and possible growth areas is the basic goal. The teacher, counselor, or group leader must also be aware of personal and professional goals and strengths at this point. For example, a teacher, advisor or counseling group may show needs for growth in several areas such as personal career decision-making, handling interpersonal conflict, and study habits. The teacher or counselor may selectively "tune into" the area of study habits or decision-making because of stronger professional strengths in those areas, perhaps with the plan of gradually moving into the more difficult areas with the support of past success. The perceived needs and relative strengths of the students, as well as their active involvement, play an equally important part in the determination of needs or problems to work on which leads to step 2.

Step 2: Negotiation of Goals

A "true" negotiation of goals is partly a test of the effectiveness of the first step as well as an evaluator of open communication and bargaining skills. The process of "need tieing" (Mease and Benson, 1973) is predominant in step 2. By need tieing is meant the art of eliciting the students' needs as they perceive them, and selectively channeling these needs into your professional assessment of their needs while maintaining the students' motivational incentives. For example, junior high students often express their perceived needs in terms of interpersonal conflict with teachers as including less "hassle" about work and more fairness of treatment, while the teacher-advisor or counselor may perceive the students' needs as including a greater variety of skills in coping with authority and positive attention-getting behavior patterns. Openly negotiating explicit goals and objectives that are specific, at least partly immediate, possible, and acceptable to everyone in the "bargaining unit," is indeed difficult! In the example cited it may be necessary to start with a specific concern of the students, and while showing understanding and support for their needs, emphasize their responsibility also. It may involve role playing ways of constructively confronting a teacher, and may even involve a mediating participation role on your part in actually talking to the teacher in the conflict. A wise strategy is to focus initially on a student who has potential strengths in confrontation, and to try to "engineer" the actual confrontation with the teacher who is most likely to respond favorably. "Success breeds success" in terms of your creditability, group cohesion, and students modeling and being reinforced for desired behaviors.

In summary, the negotiation step is not letting students decide what they need to learn, nor is it a unilateral decision on our part as to what students should be learning, but a cooperative blending of the immediate student concerns

and needs with our professional needs, strengths, and assessment. Goal negotiation is but one of many illustrations of mutual influence and behavior change processes inherent in group work. Probably few teachers or counselors would take a course or participate in a workshop or counseling group with the only incentive being some long range prospect of greater self-awareness of interpersonal competence--especially if our egos were not heavily involved in the long term determination of potential benefits! At this point the example presented has touched on aspects of the remaining task steps in group processes.

Step 3: Introduction of New Ideas, Skills, Attitudes

Often teaching, counseling, and other group activities such as committee work are thought of exclusively as this step, yet without the preceding steps of determination of needs and open negotiation of goals the potentials of group processes are vastly underused. Successful introduction of new ideas, skills or attitudes in the sense of facilitating observable or inferred nonobservable behavior change is dependent on several factors including the interpersonal attraction, trust, influence between the members, and the degree of congruity with the needs perception. The introduction of new ways of thinking about oneself in terms of personal responsibility for behaviors is often called "cognitive restructuring." Strong (1970) has summarized some of the ways in which we might help enlarge, stabilize, and validate the cognitions that make up the self-concept, examples include:

a. separating events caused by personal action and the environment
b. enlarging the data patterns used in drawing conclusions
c. suggesting new alternatives to problems
d. suggesting alternative intentions
e. highlighting distorted perceptions of individuals and groups

Besides enlarging the number of beliefs and ideas held by an individual, specific skills and goal-relevant behaviors may be presented and role played. Modeling techniques are potentially very powerful in eliciting new behavioral patterns. The teacher, counselor, or group leader can openly model and demonstrate the desired behaviors, as well as selectively reinforce those group members who come closest to approximating the desired behaviors. Modeling and role playing self-pride, personal strength awareness, openness of feelings and intentions, constructive confrontation, and techniques of interpersonal communication are examples.

The teacher-advisor group with student-teacher conflict problems presented in Step 3 can also be used to illustrate Step 4. Examples of cognitive restructuring might be to help the students sort out what part their own behavior plays in the conflict situation, what part the teacher plays, and what elements might be of environmental causation. Suggesting alternate ways of dealing with the teacher and the conflict that are new to the student, as well as looking at the common distortions in conflict situations such as polarized thinking and blame, might be helpful. Again the importance of a trusting interpersonal influence climate should be stressed as necessary if these cognitive activities are going to have any persuasive impact. One of the several advantages of using group processes to teach self-concept and interpersonal relationships is that the peer creditability and direct peer influence is often far stronger than that of the teacher or counselor. Indirectly, the skillful group leader or facilitator can do a great deal to persuade, model, and shape by reinforcement the group norms and activities. However, a mutuality of influence and power between all

members of a group including any adult leader is necessary for any long range commitment and behavior change.

In the teacher-advisor group example, specific skills in communication and negotiation would probably need to be introduced, modeled, and role played before attempting a problem-solving meeting with the teacher and student(s), which merges into the next process step.

Step 4: Selection-Application-Practice

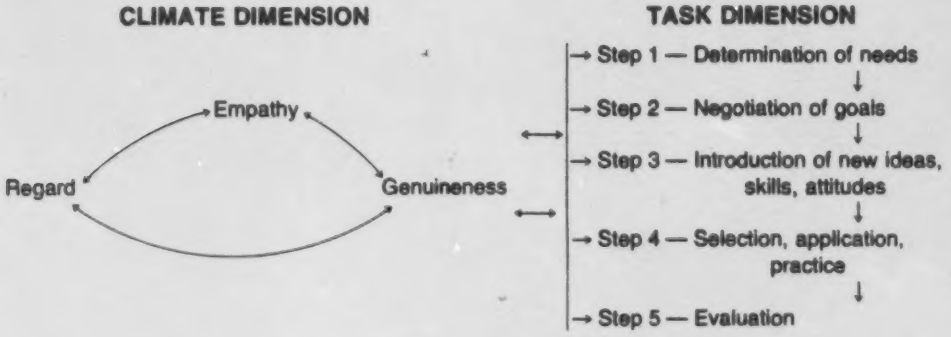
From the multiple ideas, alternative solutions and/or suggested behavior patterns suggested in Step 3, some directional selection must be made. The group facilitator needs to consider the need to practice the use of new ideas and behaviors in a variety of situations. A group learning setting provides many opportunities for reinforced practice within the group interaction, especially in areas of self-awareness and interpersonal competence. Besides the group's natural "social learning laboratory," simulation activities such as role playing and practice exercises can be used to integrate the new behaviors into an individual's repertoire. New behaviors have a novelty-stress aspect as well as an awkwardness and tentativeness of commitment on the individual's part. Learning to discriminate situations where the new behaviors can be successfully applied, modified, and integrated into ones past learning requires reinforced practice in the group and outside the group in a variety of situations. If we assume that behavior is strongly influenced by social and environmental reinforcement, then changing ideas about intentions and causes of behavior is not doing enough to change interpersonal behavior and self-concept. An analysis of the research in social psychology on the effect of attitude or opinion change on subsequent behavior by Festinger (1964) found only three studies testing the hypothesis. All three studies indicated that subjects who changed their measured opinion or attitude did not show overt supporting behavior change in follow-up studies and actually showed some inverse results. Festinger's (1964) explanation is that an opinion or attitude change resulting from a persuasion attempt is unstable and will disappear or remain isolated unless there are accompanying environmental changes there are likely to be pressures operating on the individual to return to his former thinking, opinion, or attitude. What is important for our purposes is to provide reinforced behavioral practice within the group setting, as well as to engineer as much as possible opportunities for reinforced practice between group sessions and in other life situations. To slight this step is to risk losing the gains from all of the preceding efforts. Negotiating goals and introducing ideas and skills that have a high probability of being reinforced naturally in the student's environment is one way of compensating for a lack of influence outside of the group setting.

Step 5: Evaluation

This last process step includes an assessment of the processes used by the group and the outcomes in terms of individual and group goals. Self-assessment as an incentive technique for the group and for individuals has value in itself, and the recycling of the process back to step 1 or any of the other steps is often necessary. The diagnosis of group process failures or limitations will often show the difficulties to be in one or more of the areas of needs assessment, goal negotiation, the selection of appropriate action plans, or inadequate practice, as well as inadequate relationship climate factors of cohesion or trust often attributed to low levels of empathy, regard, and genuineness in the group.

Integrating the Two Dimensions of Group Process

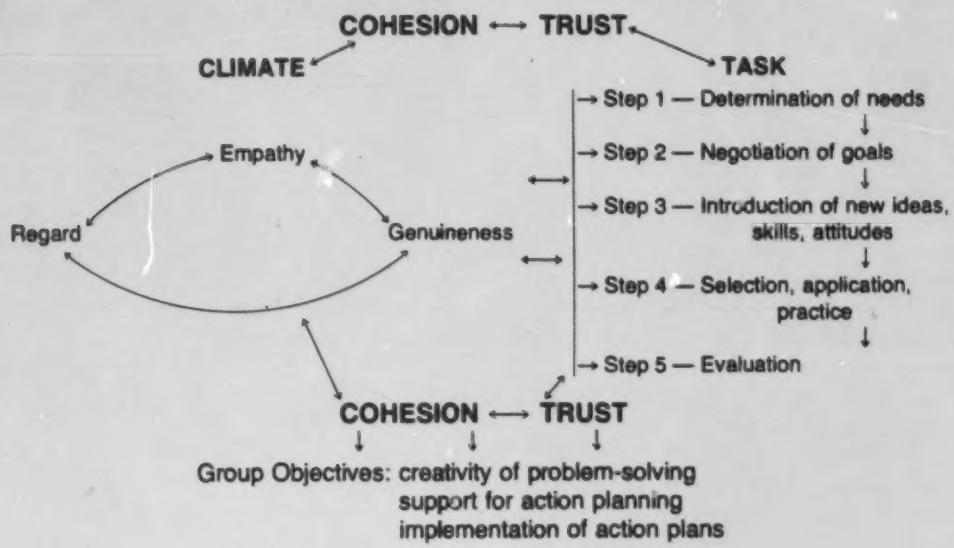
The various factors; empathy, regard, and genuineness; in the climate dimension of group process intereact with each other as well as with the five task steps. The mutual interaction and interdependence within and between the climate dimension and the task dimension is illustrated in the following schematic.



The two-way arrows represent the mutual influence and interdependence of factors in group processes. For example, the three climate factors are an interdependent unit, which in turn influence and are influenced by the success of the task sequence of problem-solving. The task steps do have a logical sequence; however, the development of the climate factors--empathy, regard, and genuineness--do not follow any particular developmental order. In most instances the development of the climate factors are not ends in themselves but are the means of maintaining the group so that it can work on the task steps.

Trust and cohesion are two major group dynamics constructs that need to be accounted for in our model. Often trust and cohesion are put solely in the climate dimension; but in this model trust, while largely determined by empathy, regard, and genuineness, and especially genuineness, also encompasses the perceptions of goals and self-interests held in common, which is partly a function of step 2: negotiation of goals. Sometimes increased trust is a by-product of the successful completion of action-task steps. Cohesion as a broad construct encompassing group unity and power of interpersonal attraction and support is also affected by the task dimension in terms of perceived common goals and perceived goal attainment. Newcomb (1950) has described a group phenomenon of increasing communication over time directed towards influencing members to a similarity of attitudes. Deviants in the group are either changed or rejected. Perceived similarity increases liking in a group. Group interaction can also be conceptualized as a series of mutually rewarding transactions. For example, giving and receiving support, suggestions, or advice, as well as the social rewards of attention. In summary, trust and cohesion are general group conditions which are developed by open personal communication, mutual help and reinforcement, and group goal attainment. At times the conditions of trust and cohesion are directly worked upon as facilitating conditions for other group or individual objectives. Our schematic model now includes the general conditions of trust and cohesion as results as well as facilitative conditions for other group objectives.

MODEL OF GROUP PROCESSES


COHESION ⟷ TRUST
CLIMATE
TASK
Empathy
Regard
Genuineness
→ Step 1 — Determination of needs
→ Step 2 — Negotiation of goals
→ Step 3 — Introduction of new ideas, skills, attitudes
→ Step 4 — Selection, application, practice
→ Step 5 — Evaluation
COHESION ⟷ TRUST
Group Objectives: creativity of problem-solving
support for action planning
implementation of action plans

Agendas or objectives for groups can be divided into three emphasis areas: creative problem-solving, support for action planning, and commitment to implementation of action plans. Group problem-solving has the potential (often not realized) to develop more creative, higher quality solutions than individuals working alone. The psychological support of a group can assist individual behavior change. Group delegation, monitoring, and specialization of tasks can increase implementation of action plans.

"Group Development and Group Size" - Use the following handout for study and discussion. (Pages 20, 21, and 27 from Personalized Education Using Group Methods)

Complexity of Group Processes

The complexity of group processes is now evident, and, at this point, we have examined briefly all of the basic concepts in our model of group processes. It is hoped that the reader has some intuitive sense of the two major dimensions of group process and the basic interaction between components. A common terminology of group processes is needed in order to describe groups, to diagnosize needs, and to suggest appropriate developmental activities. A commonly used system of analyzing group functioning was developed by Bales (1950). A modified version of his task-maintenance process observation of group functions is included in appendix A. Task functions refer to activities in the task dimension, and maintenance functions refer to the maintaining of the climate dimension.

Another system of analyzing group interaction has been developed by Hill (1965) as an interaction matrix in which the content of communication is categorized as well as the mode of communication. While the Hill Interaction Matrix was originally designed for therapy and counseling groups, it seems very applicable to teaching in areas of self-concept and interpersonal competence using any of the four group settings--class, social learning laboratory, counseling, and in a modified fashion for certain problem-solving groups.

Model Applications to the Four Types of Groups

The potential power of interpersonal attraction and group unity in terms of facilitating psychological support, creative problem-solving, and action planning would seem to be necessary to classroom, counseling, and laboratory groups as well as problem-solving groups.

Group norms supporting open communication, helpfulness, trust, and problem-solving would also apply to all four group types and especially so when the group tasks include self-concept and interpersonal competence. All of the other common elements of groups, including potential for reality testing and practice and the presence of group models, can be integrated into this model.

Elaborations of the Group Process Model

Four additional considerations are needed before we can get into more of the "how to" specifics. A balance of member behavioral patterns and a balance of the eight process components (empathy, regard, genuineness, and the 5 task steps) is required in optimal group learning. Group member variability, the developmental nature of groups, and group leadership are other considerations.

Group Balance: One area of balance is the relative emphasis on the climate dimension versus the task dimension. While often closely related, groups are often held back by relative underdevelopment of one dimension, For example, problem-solving and classroom groups often do not have a sufficient climate to accomplish their task, even though it is recognized that these two types of groups would usually need less of an empathy, regard, and genuineness climate than a human relations laboratory or a counseling group. Human relations or social learning laboratory groups and counseling or teacher-advisor groups often do not develop the task dimension enough to fully capitalize on group support and commitment to facilitate behavior change.

Another area of balance is the amount of openness and self-disclosure between members of the group. For example, a group member who is much more open and willing to deal with relationships and conflicts within the group can be rejected and frustrated if other group members do not reciprocate. A group member who exhibits very little empathy, regard, and genuineness can also be rejected and frustrated--yet some range of variability is necessary for peer-model learning. A third area of necessary balance is within the three factors of empathy, regard, and genuineness as well as within the 5 task steps. Relative underdevelopment of any of the components will hinder the total process.

Group Members: Assessing the needs of the students, clients, or target population should be directed not only to the determination of outcome objectives, but also to the determination of process activities. Important characteristics include self-esteem needs, interpersonal communication skills, past group experiences, and preferred mode of group interaction in terms of openness

expression of relationships to others, and risk-taking. For example, if most of the group members generally do not openly show feelings and intentions and lack experiences in group learning, it might be best to emphasize the familiar in the task steps and to minimize the novelty-stress elements with an orientation program (see Chapter 4).

Group Development: Group development can best be described as a sequence of stages of phases in which particular model components take on primary emphasis (Tuckman, 1965). Four developmental stages that apply to all of the groups we have discussed include: phase one, which highlights a personal testing for acceptance in the climate dimension and an orienting to goals and purpose in the task dimension. Phase two emphasized interpersonal conflict and emotionally charged competition for expression of ideas and opinions. Phase three includes feelings of cohesiveness and more open exchanges of opinions and alternatives. The last phase is characterized by the forming of functional interpersonal roles and the emergence of solutions and courses of action. These four phases can be conceptualized as a vertical spiral spring in which the four phase sequence repeats itself in increasing higher levels of development in long term or on-going groups.

Group Leadership: Group leadership can be defined as the resources to carry out the necessary climate and task functions in the group process model. Schmuck and Schmuck (1971) define resource leadership in the classroom (as a set of influence functions; as interpersonal processes rather than an attribute of a person; as a verb rather than a noun(p. 19)." The teacher or counselor as group facilitator needs to use knowledge of group process to influence by modeling, explicitly explaining, process observing, and selectively rewarding through social reinforcement those behaviors that best approximate the ideal. The group facilitator can also use one's interpersonal influence as a person. Using one's role as a teacher or counselor to direct, reward, and punish may, at times, be necessary, but it will not have the effectiveness of the previous influence methods. Ideally, the teacher or counselor will want to give one's skills away to the group--to teach them to carry out the necessary group functions in helpful ways.

Review Questions

1. Describe briefly the major dimensions of group process in terms of the three relationship factors and the five task steps.

2. What are some of the characteristics of a highly cohesive group?

3. What are three basic elements of trust?

4. The three emphasis areas of group outcome objectives are:

Group Size

The implications of group size in terms of measuring member satisfaction and learning as well as for setting minimum-maximum ranges for a reasonable chance of success are dependent upon several factors. The general group task, the group facilitator's style and skill level, and the members' skill level are all interacting variables affecting the range of optimal groups.

For example, an interpersonal communications laboratory exercise or a value clarification exercise might be handled easily in a group of 30. A strength bombardment exercise or a personal goals setting activity might be difficult for individuals to get "air time" and to listen and help others in a group larger than 8 or 10. A group facilitator who assumes a lot or responsibility for structuring group activities can handle larger groups, as can someone who has a great deal of experience and skill in group process. In groups where the members are highly motivated and/or have developed interpersonal communication and group problem solving skills, the size variable can be somewhat larger. Many of the group activities suggested can also be used with subgroups of a class or laboratory or counseling group, including pairs, trios, etc. Total group cohesion can be more difficult with an extensive use of subgroups. As group size increases, the pattern of interaction changes (Bales, 1950) with the more verbal members taking up more of the air time, and quiet members taking even less air time as feelings of threat and inhibition increase. Also the number, pace, and complexity of interpersonal interactions increases to a magnitude that is beyond most member's or facilitator's capacity to mentally process and openly react to. Minimum numbers are also necessary for providing a variety of experiences, reactions, role models, creative alternatives to problems, and psychological support systems.

Group Size Considerations

In general, as the size of the instructional group increases, certain limiting conditions increase to a point where further increases in group size are destructive. At the same time, as the size of the instructional group declines below a certain point, some positive conditions associated with learning in a group setting diminish.

AS GROUP SIZE INCREASES (beyond a point that needs to be determined by experience)	Limiting Conditions Increase: a. Vocal members dominate b. Member dissatisfaction increases c. Process observation complexity d. Amount of individual "air time" decreases
AS GROUP SIZE DECLINES (below a point that needs to be determined by experience)	Positive Conditions Diminish: a. Creativity b. Variety of models c. Psychological support

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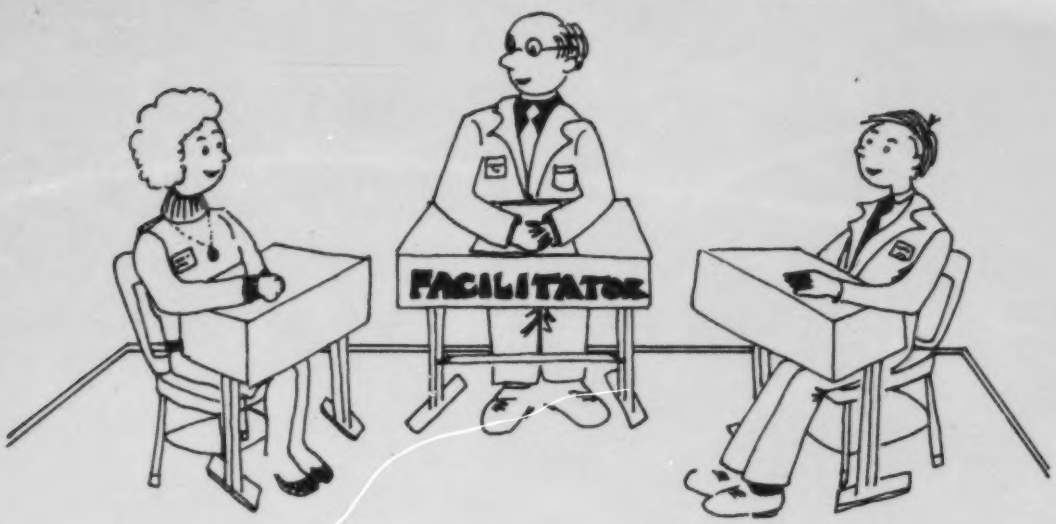
"Project Planning With Small Group Help" - Participants should be encouraged to practice the small group facilitator role on a rotating basis.



For the initial small group session consider using the following:

STRUCTURE FOR SELF-DIRECTED GROUPS

Step 1: (5 minutes)
Plan out by yourself what your individual project might be.

Step 2: (5 minutes)
Select one or two people to share the agenda facilitation role. The facilitators may team, rotate or change off. It is suggested that when a facilitator is a topic person (discussing one's project), someone else facilitate.

Step 3: (4 minutes x number in the group)
Each person reports on what his/her project plans are. Don't expect everyone to be definite or detailed in this planning. Allow 1-2 minutes for reporting and 2 minutes maximum for questioning and clarifying each person's report. The only responses allowed by the group members are questions for clarification and positive reactions. (No criticisms and no advice giving.)

DO NOT go around in a group carousel or toilet flushing circle. Invite everyone to speak, but in a voluntary sequence.

Step 4: Help at least two people refine and develop their project plans. Do not try to help more than four people. Everyone will get "air time" before the class is over. Try to focus on one person's project at a time.

NOTE: A sign of an individual goal setting group's maturity is their ability to stay on the agenda, which in this case is helping people with their project plans.

Session III

"Process Observation" - Skill in being able to observe specific group processes and to be able to record and report on such observations in a constructive manner is vital. Group interactions, both verbal and non-verbal, are very complex. Knowing what to look for in order to describe a specific process, such as how the group makes decisions, requires concentration and a recording format. After an introduction to group development and the potential values and outlines of group functioning, a variety of process observation forms can be introduced. Matching specific observation forms with specific group settings and purposes is difficult for the novice. Every workshop participant should be encouraged to practice two group observations of at least twenty minutes each using two different observation forms.

The following types of process observations can be explained and related to specific purposes such as interpersonal communication or decision-making.

PARTICIPATION, INFLUENCE, ATMOSPHERE

1. Participation. Observe for differences among members in the amount of verbal participation.

   Who are the high participators?

   Who are the low participators?

   Participants who shifted in their degree of participation.

2. Influence. Influence and participation are not the same. Some people may talk a lot yet not be listened to by others; some may speak only a little, yet others tend to listen to them.

   Who are the high influence members?

   Who are the low influence members?

   Participants who shifted in their degree of influence.

3. Atmosphere. People differ in the kind of atmosphere they like in a group. See if you can differentiate between people preferring a friendly, congenial atmosphere, and those preferring a more conflict-oriented atmosphere.

   Who preferred a friendly, congenial atmosphere?

   Who preferred an atmosphere of fight and disagreement?

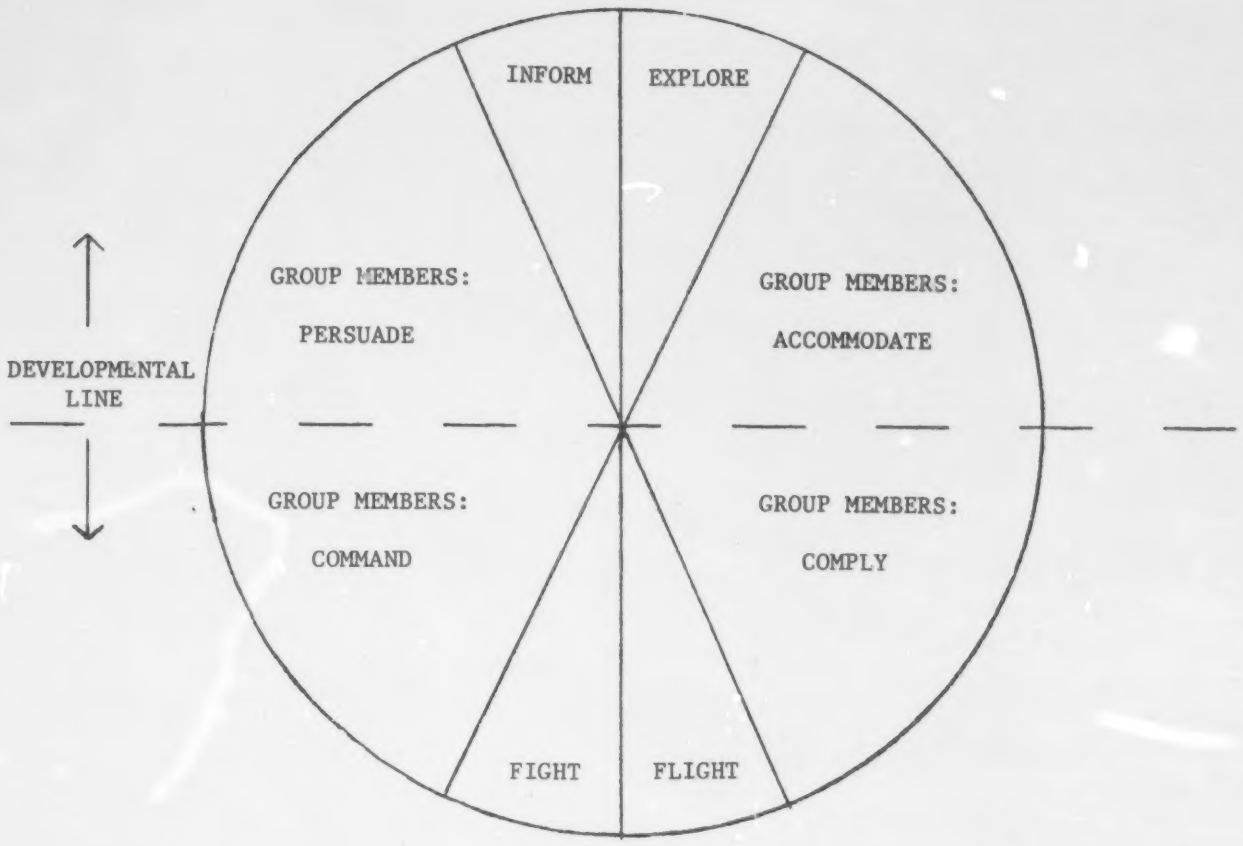
GROUP WORK OBSERVATION FORM

Problem Solving	Didn't Observe	Observed Little	Observed Some	Observed Much
How well did the group stick to its job?				
How clearly did the group understand its problem?				
How well did the group get information?				
How well did the group use the information?				
How well was the procedure for working planned?				
How well did they test for agreement?				
How well did they accommodate for differences among members?				

A CLIMATE FOR GROUP PROBLEM SOLVING AND COMMUNICATION

HIGH RISK TAKING

HIGH TRUST LEVELS



LOW RISK TAKING

LOW TRUST LEVELS

Discussion:
1. Where is our group in terms of risk taking?
2. Where is our group in terms of trust level?
3. What are some of the effects of high trust and risk levels?
4. What are some of the effects of low trust and risk levels?

MEASURING CAREER MATURITY

GROUP EVALUATION

On each of these ratings, circle where you feel the group and/or an individual member is at the present time.

1. To what extent does the group (or group member) help each other express their ideas and feelings:

   Group: Never Almost Never Sometimes Frequently

   Individual Member: Never Almost Never Sometimes Frequently

2. To what extent do members in the group use the ideas of the other members:

   Group: Never Almost Never Sometimes Frequently

   Individual Member: Never Almost Never Sometimes Frequently

3. To what extent is the group able to face and accept differences and conflicts:

   Group: Never Almost Never Sometimes Frequently

   Individual Member: Never Almost Never Sometimes Frequently

4. How well has the group learned to use the differences which are expressed in the group:

   Group: Never Almost Never Sometimes Frequently

   Individual Member: Never Almost Never Sometimes Frequently

5. How well does the climate of the group help members be themselves:

   Group: Never Almost Never Sometimes Frequently

   Individual Member: Never Almost Never Sometimes Frequently

6. To what extent has the group used the expression of feelings in the group in the process of getting a task accomplished:

   Group: Never Almost Never Sometimes Frequently

   Individual Member: Never Almost Never Sometimes Frequently

7. To what extent has the group been able to organize itself for achieving individual goals:

Group:	Never	Almost Never	Sometimes	Frequently
Individual Member:	Never	Almost Never	Sometimes	Frequently

8. To what extent has the group been able to organize itself for achieving group goals:

Group:	Never	Almost Never	Sometimes	Frequently
Individual Member:	Never	Almost Never	Sometimes	Frequently

9. How far has the group been able to move toward its goals on the basis of a group decision:

Group:	Never	Almost Never	Sometimes	Frequently
Individual Member:	Never	Almost Never	Sometimes	Frequently

PROCESS OBSERVATION FORM

Date: _____

Members	Initiating	Information, Opinion Seeking	Information, Opinion Giving	Clarifying, Elaborating	Summarizing	Consensus Testing	Encouraging	Expressing Group Feelings	Harmonizing	Compromising	Observer

"Starting With a New Group" - Hand out and discuss the following information. (Pages 25 and 26 of Personalized Education Using Group Methods)

INITIATING PROCEDURES

The sequence of topics for this chapter and for the remainder of the book generally follows the chronological order of decisions a group facilitator has to make. Considerations in needs assessment and the composition of group membership are followed by orientation procedures.

MEMBER SELECTION — GROUP COMPOSITION

Preliminary Needs Assessment: Where to Start

A needs assessment to help determine the nature of the group you are going to work with often can be initiated before the first group session. In this needs assessment, the teacher or counselor needs to consider one's own professional needs in terms of strengths and areas for growth (see Mease and Benson, 1973, for a comprehensive description of this process). We also need to exercise whatever options we have in our professional role to select the group settings, group members, and the group goals which are most likely to contribute to job satisfaction and professional growth. One question to be asked in a preliminary needs assessment is: What types of group settings and with what type of student can I best practice and improve my skills as a group facilitator? The question as to which students appear to have the greatest need for instruction in self-concept and interpersonal relationships must include the question as to which group setting and group population can I as a group facilitator contribute the most? Some specific questions to be asked in this preliminary needs assessment include:

1. What are the similarities of personal traits between me and the students in my group? (interpersonal influence and liking is significantly affected by the amount of perceived similarity of attitudes and behavior patterns between people)
2. How much stress will the group setting and activities arouse in me and the students? (some stress is facilitative, too much stress is destructive)
3. How closely do my perceived needs for the student population correspond to their perceived needs? (an indication of how much negotiation of goals will be needed)
4. What is the probability of success in the group activities planned in terms of my perception and the student's perception? (start where the probabilities of success are reasonably high, but also considered important to you and the students)
5. Are the group's goals and activities congruent with the size of the group? (group size as a significant variable is affected by several factors, but in general large groups can be threatening and stiffling to some members; small groups can lack learning models, reality testing, and creativity.)

With all four types of group settings; class, laboratory, counseling, and problem-solving; there is some range of professional options for the counselor, classroom teacher, teacher-counselor, and teacher-advisor. For example, the teacher-counselor often can work only with advisees that have been chosen, or a subgroup of advisees might be organized into a group for a specific purpose. The classroom teacher may have fewer group composition options, but still may select the most favorable class or subgroup of a class to initiate personalized teaching activities. Team teaching, the use of instructional aides, and large and small group modes of instruction also provide group selection options. In all cases the negotiation of goals within the group should allow for a variety of options.

A Balance of Heterogeneity and Compatibility: Who Belongs in Your Group?

A group that includes a variety of behavioral patterns, perceptions, values, and attitudes can provide constructive confrontations, a variety of role models, as well as support for ones individuality. In a study of social learning laboratory training, Harrison (1965) and Reddy (1972) found that in incompatible groups persons more readily explored alternative modes of behavior. While in practical and theoretical terms, organizing a group that closely approximates homogeneity on a given trait or cluster of traits would seem difficult, some areas of compatibility in groups have been suggested. Schultz (1961) indicates that the more energy a group expends on interpersonal problems arising from lack of compatibility the less energy they devote to the task at hand.

Some basis of interpersonal compatibility is needed to build a strong enough climate of cohesion and trust from which to work out other differences. The opportunities in groups for learning from each member's

differences must be balanced by some common elements of communication and moral support. Many examples come to mind of novice group workers organizing small groups of alienated or acting out adolescent students with the resulting lack of peer models and reality testing. Such groups can be very cohesive with very strong norms, however the teacher or counselor may have a difficult time exerting influence in such a group and the group power and group norms may be entirely contrary to the group facilitator's purpose! In school settings the age range of convenience and practicality is often within one grade level or perhaps two or three in the upper grades. The potential learning from a wide age range can sometimes be approximated with visits, interviews, and other "homework" activities between group sessions and the use of simulation within the group.

The novice group facilitator may find it easiest to start with a grade level age range, and at the junior high level a single sex group may be easiest to start with on some topic such as dating. In summary, group membership heterogeneity in terms of providing alternative models, constructive confrontations, and stress conditions needs to be balanced with some common elements of interpersonal communication, perceived goals, and psychological support.

Psychometric Instruments to Aid in Selection and Group Composition

Organizing compatible groups in terms of the individual orientations to interpersonal interaction has been researched by Schutz (1966) using a 54 item self-inventory (FIRO-B) to measure three needs in interpersonal relationships — inclusion, control, and affection. The research by Schutz (1966) with experimentally constituted task groups showed that as the task difficulty increased, the positive effects of interpersonal compatibility, as measured by the FIRO-B scales, increased also. The Reddy (1972) study previously mentioned with sensitivity training groups showed that self-actualization outcomes were greater with incompatible FIRO-B scale groups. While the exact FIRO-B scale parameters desirable in group composition are not yet developed, the scale itself offers an interesting conceptualization of interpersonal needs and group interaction (see appendix B for a description of the FIRO-B scales).

Another psychometric test for classifying group members is the HIM-B (Hill, 1965) which consists of 64 items sampling 16 cells of the Hill Interaction Matrix (HIM). The member centered content and the speculative and confrontative modes of interaction (cells 13–16) are considered by Hill to be the most productive in human relations learning (see appendix C for a description of the HIM-B categories). The HIM-B was designed primarly for use in group counseling and human relations laboratory training to select group members, categorize group facilities, diagnosis group composition conflicts, and evaluate group development. Gibson (1970) found that homogeneous groups selected by the HIM-B were smoother in terms of conflict and appeared more productive. An upper elementary and junior high version of the scale is available as the HIM-A.

Other psychometric instruments that may help in initiating and evaluating groups include (1) the "Managerial Grid" (Blake and Mouton, 1964) which measures an individual's leadership concerns in terms of task completion and human relations, (2) The Friendship Relations Survey found in *Reaching Out* (Johnson, 1972, pp. 21–25) which measures receptivity to feedback and willingness to self-disclose in interpersonal relationships, and (3) the Group Counseling Survey (appendix D) which measures perceived value of group counseling or related interpersonal skills training and the receptivity to the here and now member-centered interaction characteristic of human relations training.

In summary, the psychometric instruments described may be used for helping determine the selection of group members, the composition of groups, the selection of initial group activities, and the progress in group or member development. In many instances, these instruments will require modification in reading and concept level. The actual administration of some of these instruments with possible follow-up discussion can be a learning activity in itself.

Other Selection-Group Composition Methods

In some group work instructional settings it's possible to use individual interviews as a selection-screening and group matching procedure. The group interview as a selection procedure has been described by Fields (1950) as having the potential advantages of a longer observational period, a common situation, samples of interaction behavior, and possibilities of less tension. Goldstein et. al. (1966) make reference to the research in group dynamics which points to the superior predictive value of utilizing group interaction itself as the basis for estimating subsequent group member behavior. In some group settings it's possible to consider a "voting in" procedure whereby the group members participate in the selection and composition process. Counseling groups, teacher-advisor groups, and some social learning laboratory groups might consider the voting procedure, perhaps, combined with interviewing procedures.

"Leadership Styles and Shared Leadership" - Hand out and discuss the following information. (Pages 41 and 42 of Personalized Education Using Group Methods)

LEADER'S ROLE: CLIMATE NEEDS

The teacher or group facilitator needs to consider what the climate needs are for effectively teaching cooperation and constructive confrontation. In general, average levels of empathy, regard, and genuineness within the class will be adequate. Some specific teaching activities will emphasize the communication aspects of empathy, particularly when clarifying needs and intentions that may be compatible or incompatible with others, engaging in bargaining and negotiation exercises and role playing the positions of others in opposition to oneself. Other teaching activities will emphasize the openness, trust, and risk-taking aspects of genuineness. The teacher will need to make explicit what the necessary norms or standards of interaction behavior are in terms of the teaching goals. For example, one might say—"based on my experiences (and/or the experiences of others) it's helpful in learning cooperation-confrontation skills to be honest in sharing personal reactions to the activities, and to risk disagreeing with others while at the same time trying to be helpful and understanding."

The ideal classroom climate during negotiation and confrontation activities will be one of productive tension. Even a warm, supportive, empathetic classroom climate will become somewhat tense when cooperation and competition are contrasted and confrontation activities are openly simulated and analyzed. The teacher needs to orient the class to these climate factors, provide a brief rationale, and provide models and demonstrations whenever possible. Some students can become very fearful and defensive in participating or even viewing conflict activities. Typically, open sharing of differences of feelings and intentions is often distorted, glossed over, or punished in our society and the teacher can expect some student reactions of discomfort, frustration, and even hostility. A careful ongoing orientation and debriefing process will minimize, but probably never totally eliminate some negative student reaction.

TASK NEEDS

Teaching cooperation and confrontation requires a major emphasis on the task steps of the introduction of new ideas, skills and attitudes (Step 3), practice and application (Step 4), and evaluation (Step 5). In attempting to individualize classroom instruction, the assessment of needs can also be vitally important (Step 1). The negotiation of learning goals and teaching activities (Step 2) can sometimes be used to illustrate part of the cooperation and confrontation process; however, it is difficult to teach new content and processes simultaneously; and it will be necessary to use several less "ego involved" activities or exercises than Step 2 to illustrate the negotiation process.

Examples of specific task functions that the teacher as group facilitator will have to promote by direct example, as well as reinforcing any successive approximations of these behaviors by the students, include structuring and limit setting, linking the contributions of students, questioning, and cautiously interpreting, supporting and protecting individuals, stimulating interactions between individuals and across subgroups and cliques, and summarizing similarities and differences in reactions to the activities. The teacher will need to maintain the focus on the learning goals of the unit and provide the connecting links between the various activities and objectives.

THE USE OF MODELING

In general, the teacher in introducing new ideas and skills will want to follow a brief rationale with a demonstration whenever feasible. For example, the teacher might make a continuum statement as a bargaining offer example such as "How much involvement or risk are you willing to invest in the upcoming class activity?" A ten point scale from high to little or no risk or participation might also be used, and the teacher might bargain as to what level is sufficient for the

teacher and student or class to go ahead. Throughout the learning activities the teacher will want to model the skills and attitudes of communication and confrontation as much as possible. It is totally unrealistic, however, to expect the teacher or group facilitator to be able to consistently demonstrate the objectives in these units of personalized teaching. Personal preferences as well as habit patterns and other growth needs will persuade limitations in the effectiveness of the group facilitator as a model group member.

The use of symbolic models is often quite feasible and can include the presentation of films, video and audio tapes, and other nonprint and print examples of cooperation and constructive confrontation. Sources of such models include actual classroom and other student examples which can be recorded, commercial materials, and student simulations. The latter source is probably the most likely to explicitly demonstrate the desired behavior, have educational benefits from the production process itself, and be the least expensive.

An inherent advantage of any group method of teaching is the use of peer models. Providing positive recognition for students who exhibit the desired behavior can be very effective. Gradually the teacher will want to facilitate conditions whereby students will recognize or reinforce their peers. Recognizing students who have influence and status in the class is a necessary first step.

Use of Selective Attention (Reinforcement)

Closely related to use of peer models are the concepts and strategies of selectively reinforcing the behaviors of students which are the closest to the norms of cooperation and constructive confrontation. The concept of selective reinforcement refers to the practice of the teacher showing positive attention and recognition to the behaviors of students which represent progress toward some goal. Usually, the behaviors exhibited by students in learning new skills are imperfect approximations of some final criterion performance. The trick is to gradually increase one's standards of performance so that a shaping process is carried on. For example, such helper-helpee behaviors as asking for specific help, acknowledging help, and clarifying the nature of the help asked for are complex behaviors that students will only exhibit in primitive forms initially, and the teacher will want to praise these initial efforts for a short period of time and then withhold praise until a slightly more advanced level of behavior is exhibited, gradually keeping this process going until the full range of helper-helpee skills are well developed and maintained.

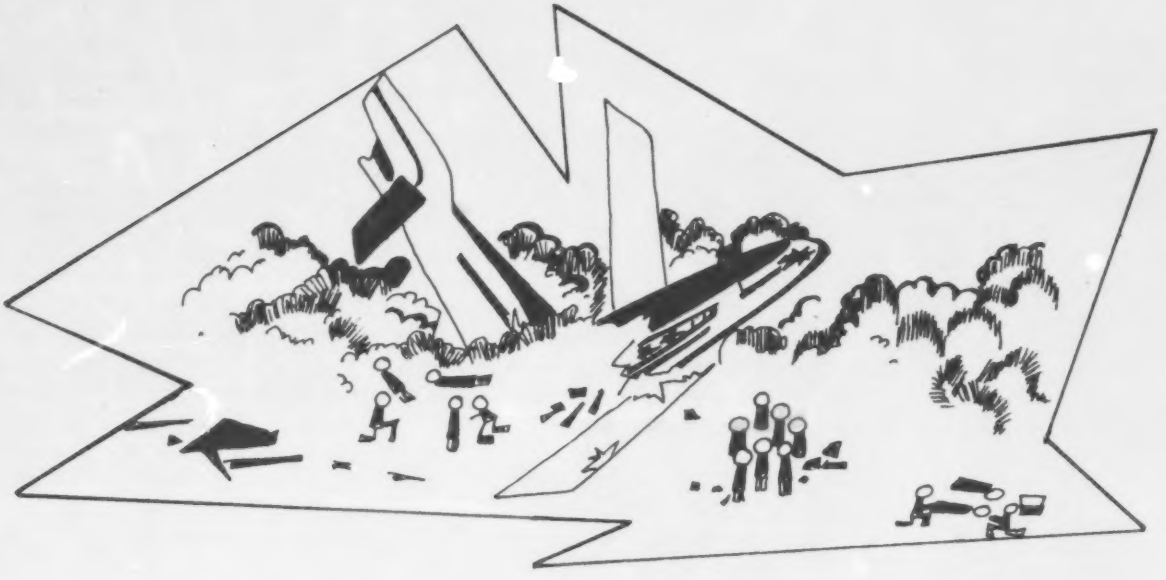
SHARED LEADERSHIP

Shared leadership, also known as democratic leadership, functional leadership, or group-centered leadership, has been found to be the most effective strategy in various educational, industrial, and laboratory settings. The teacher in openly recognizing the interdependence of the students and him or herself, in providing choices for everyone in the class, and providing opportunities for mutual influence, is using shared leadership. Initially, the teacher will need to take a fairly active role in modeling and shaping the norms of cooperation and constructive conflict resolution; however, the longer range goal is to "give away" or teach these leadership skills to the students and encourage all the class members to assume responsibility for the success of the activities. The teacher can also be a powerful model when using shared leadership techniques.

The teacher will need to be honest with oneself and the students in terms of what decisions and actions the teacher has the power and influence to direct, and then to select only those that the teacher feels are so necessary to the success of the group that he or she will not risk sharing the decision. For example, some teacher selected subgroups and certain learning activities will not be submitted to a group decision if the teacher has the necessary power to implement these decisions and does not want to accept the consequences of a negative group decision. Another example would be the teacher's functional role of protecting some class members and linking activities and contributions to the learning objectives, which in the initial class sessions the teacher will probably not count upon much student help and will only gradually share these responsibilities as the students learn to handle them. A real danger is teacher or powerful class member manipulation of others using the devious guise of "democratic packaging".

Session IV

"Group Decision-Making" - Hand out and discuss the following information; and if there is time, have the class do the North Wood Survival Activity which is found on page 175. (Pages 55-61 of Personalized Education Using Group Methods)



Chapter 6

GROUP PROBLEM-SOLVING
A Class Group Example

INITIATING ACTIVITIES

Closely related to the teaching of skills and attitudes of cooperation and constructive confrontation is the teaching of group problem-solving. Group problem-solving refers to applications of group dynamics to group decision-making, group productivity, group member roles, and group organizational development. Productivity and human relations aspects of group decision-making and problem-solving are interdependent. A balance of both is necessary and neither is more important than the other. A test of a good decision, one which will be carried out wholeheartedly, is not whether it has been unemotionally made, but rather whether all of the emotions and "hidden agendas" have been expressed, recognized, and taken into account.

Data about feelings and emotions need to be a part of any practical decision-making process. Constructive conflict or confrontation is a necessary part of faculty decision-making. Conflict is constructive, however, only if the real feelings and intentions are openly dealt with — a mere ventilation of feelings may have little or no value and in many cases is destructive.

Generally the instructional activities to be suggested here can be carried out in a typical classroom situation. A combination of teacher selected and student selected small groups within the classroom will be used for many of the activities. The teacher may wish to train some students especially for doing process observation as well as doing some on a rotational basis. It's easier to initially practice group problem-solving skills in newly constructed groups with simulation tasks than to try to change the habit patterns of ongoing groups or to use ongoing tasks as the content to practice on.

A great deal of individualization can be done in the teaching of this unit, and several preassessment activities can be used such as:

ANALYSIS OF PERSONAL BEHAVIOR IN GROUPS

Directions:

This form is designed to help you think about your behavior in groups (such as meetings and committees). First, read over the scales, and on each one place a check indicating the place on the scale that describes you when you are at your best. Label this mark B. Do the same for the point that describes you when you are at your worst. Mark this check W.

After marking all the scales, pick out the 3 or 4 along which you would most like to change. On these scales draw an arrow above the line to indicate the desirable direction for changing your behavior.

(These directions can be simplified or done orally giving one thing to do at a time.)

1. Ability to listen to others in an understanding way.

1 2 3 4 5 6 7 8
Low High

2. Ability to influence others in the group.

1 2 3 4 5 6 7 8
Low High

3. Tendency to build on the ideas of other group members.

1 2 3 4 5 6 7 8
Low High

4. Likely to trust others.

1 2 3 4 5 6 7 8
Low High

5. Willingness to discuss my feelings (emotions) in a group.

1 2 3 4 5 6 7 8
Low High

6. Willingness to be influenced by others.

1 2 3 4 5 6 7 8
Low High

7. Tendency to run the group.

1 2 3 4 5 6 7 8
Low High

8. Tendency to seek close personal relationships with others in a group.

1 2 3 4 5 6 7 8
Low High

9. My reaction to comments about my behavior in a group.

1 2 3 4 5 6 7 8
Low High

10. Awareness of the feelings of others.

1 2 3 4 5 6 7 8
Low High

11. Degree of understanding why I do what I do.

1 2 3 4 5 6 7 8
Low High

12. Reaction to conflict and problems in the group.

1 2 3 4 5 6 7 8
Low Tolerance High Tolerance

13. Reaction to expressions of affection and warmth in the group.

1 2 3 4 5 6 7 8
Low Tolerance High Tolerance

14. Reaction to opinions opposed to mine.

1 2 3 4 5 6 7 8
Low Tolerance High Tolerance

In working with the more mature student the FIRO-B may also be a useful preassessment instrument (see appendix for a description for the scales). Another self report used by one school in an eighth grade English unit:

TALKING TOGETHER QUESTIONNAIRE

This will not be graded. It is just to determine if (and how) you change during this unit. The results will only be seen by you and the teacher.

Directions: Rate yourself on the following scale. Circle the rating that you think best describes you.

1. My ability to listen to others as they speak in a group is	superior	very good	average	poor
2. My ability to speak out when in a group is	superior	very good	average	poor
3. My ability to lead a group is	superior	very good	average	poor
4. My willingness to encourage others to express themselves within a group is	superior	very good	average	poor
5. My ability to get a discussion started within a group is	superior	very good	average	poor
6. My ability to speak within a group without taking over is	superior	very good	average	poor
7. My ability to accept the decisions of the group is	superior	very good	average	poor
8. My ability to accept the right of others to have their own opinions (different from my own) is	superior	very good	average	poor

LEADER'S ROLE

For many educators this unit might be the most comfortable to handle with good average classroom skills as compared to the other four units in this book. Probably everyone has had some experience in committee work and small group decision-making and problem-solving. However, frustrations and negative reactions are often part of our group work experiences, and while most teachers and counselors might feel they have developed some degree of skill in this area, the level of process awareness may need to be increased in order to effectively teach these group skills to others. For example, effective groups go through some developmental phases and can also be described by a problem-solving model. Effective groups also have member roles and functions in the areas of agenda furthering and human relations. These developmental phases and member role functions may be experienced but not explicitly verbalized or analyzed, which

is necessary in the most effective teaching of these skills and attitudes. An average classroom climate of empathy, regard, and genuineness is a sufficient starting point. After the teacher has provided some individual assessment of needs and a rational for studying the processes and functions of group problem-solving, the emphasis starts with Step III, the introduction of new ideas, skills, and attitudes; and carries through Steps IV and V dealing with practice, application, and evaluation.

The teacher or group facilitator will need to consider personal modeling as well as providing other models and selectively reinforcing student behaviors that are models. Most phases of group member roles and process observation of group problem-solving processes is less threatening to model than many of the interpersonal behaviors described in other sections. One area of relatively higher personal risk involves giving and receiving feedback about ones personal problem-solving behavior and functioning in a group.

The strategies for developing shared leadership and initiating group discussions that are elaborated in the chapter on cooperation and confrontation would generally apply to this unit also.

SUGGESTED LEARNING ACTIVITIES

A suggested sequence of unit emphasis that a particular junior high school uses is as follows:

7th grade	Roles of Group Members
8th grade	Group Decision-Making:
	a. Voting
	b. Consensus
	c. Leader
9th grade	Cohesion
	Climate
	Group Development
	Shared Leadership and Member Roles

While it is not practical to teach particular group process factors in isolation, it is helpful to emphasize areas and avoid overlap of specific teaching activities across grade levels and departments.

Instructional Objectives — Group Problem Solving

Goal: To develop the abilities to contribute to productive group processes.

Objectives:

1. To describe the various elements of the dynamics of group behavior.
2. To assume task leader and group member roles.
3. To assume maintenance leader and group member roles in regard to group satisfaction and encouragement.
4. To identify and respond to the behavioral cues of group interaction as demonstrated by:
   a. observing and defining nonverbal communications
   b. observing and defining verbal communications.
5. To exhibit skills in group decision-making including consensus methods.

Introductory Activities

Providing rationale for studying group processes as related to decision-making and problem-solving is a necessary early step. Greater productivity and creativity of outcomes should be highlighted along with more satisfactory human relationships. A model of group problem-solving can be presented with some examples.

RULES FOR DECISION-MAKING IN SMALL GROUPS

Step 1 Decide how to decide. (leader? majority vote? consensus?)

Step 2 State clearly what is to be decided.

Step 3 Identify all possible alternatives. (choices)

Step 4 Explore each alternative; a. Identify the advantages and make a list, b. Identify the disadvantages of each.

Step 5 Explore what each person in the group wants the decision to be in the group. (What can each member give to the alternative and what can each member expect to receive from the alternative.)

Step 6 This step is the first choice point. Now select the alternative that has the most value to the individual group members.

Step 7 If a decision is not made at this time then:
   a. Explore for additional alternatives
   b. Re-examine the individual wants of each member of the group.
   c. Make a tentative decision and "live it" as a group for a period of time.

Discuss the frequent polarization and inadequate resolution of conflict by groups using majority votes rather than consensus methods in problem-solving — decision-making. Provide an orientation to productive group problem-solving including consensus methods, open communication, and evaluation of everyones ideas. Allow small groups to try this orientation with a simulated problem such as the NASA Moon Survival Exercise.

Use some simple group process observation instruments with simulated tasks.

PARTICIPATION, INFLUENCE, ATMOSPHERE

1. **Participation.** Observe for differences among members in the amount of *verbal* participation
   Who are the high participators?
   Who are the low participators?
   Participants who shifted in their degree of participation.
2. **Influence.** Influence and participation are not the same. Some people may talk a lot yet not be listened to by others; some may speak only a little, yet others tend to listen to them.
   Who are the high influence members?
   Who are the low influence members?
   Participants who shifted in their degree of influence.
3. **Atmosphere.** People differ in the kind of atmosphere they like in a group. See if you can differentiate between people preferring a friendly, congenial atmosphere, and those preferring a more conflict-oriented atmosphere.
   Who preferred a friendly, congenial atmosphere?
   Who preferred an atmosphere of fight and disagreement?

GROUP WORK OBSERVATION FORM

Problem Solving	Didn't Observe	Observed Little	Observed Some	Observed Much
How well did the group stick to its job?				
How clearly did the group understand its problem?				
How well did the group get information?				
How well did the group use the information?				
How well was the procedure for working planned?				
How well did they test for agreement?				
How well did they accommodate for differences among members?				

Skill Building Activities

GROUP MEMBER ROLES

As an illustration present three familiar types of manager (as defined by Richard Wallen). The Tough Battler, the Friendly Helper, and the Objective Thinker who has tried to avoid both tough and tender emotions.

Emotions	Tough Battler	Friendly Helper	Objective Thinker
	Accepts aggression Rejects affection	Accepts affection Rejects aggression	Rejects both affection and interpersonal aggression

Goal	Dominance	Acceptance	Correctness
Judges others by	Strength, power	Warmth	Intellectual ability
Influences others by	Direction, Intimidation, Control of rewards	Offering understanding, praise, favors, friendship	Factual data, logical arguments
Value in Organization	Initiates, demands discipline	Supports, relieves tension, harmonizes	Defines, clarifies, gets information, criticizes, tests
Over-uses	Fight	Kindness	Analysis
Becomes	Pugnacious	Sentimental	Pedantic
Fears	Being "soft" or dependent	Desertion, conflict	Emotions, irrational acts
Needs	Warmth, humility, consideration, objectivity	Strength, self-assertion, firmness, integrity	Awareness of feeling, ability to love and to fight

Also use the Bales Observation Guide for processing individual behavior in groups (see appendix A).

Discuss the potential superiority of group problem solving in terms of the following factors:

a. The stimulation of other people
b. The probability of finding and using highly capable experts
c. The pooling of resources and unique contributions
d. Individual and chance errors may cancel out
e. Blind spots may be corrected
f. A creative "brain storming" interaction is likely.

ALTERNATIVE PROCEDURES FOR GROUP DECISION-MAKING

A totally healthy organizational climate is probably never attained nor is a truly integrated consensus achieved on every problem or decision a group faces, however, utilizing a variety of decision-making skills and procedures will help.

1. One person decides — a part of our cultural heritage in education and still useful in certain situations.
2. Whole group decides by a formal vote. Also a part of our cultural heritage, it has several advantages, but also can lead to polarization and destructive conflict especially [illegible] used.
3. Representatives of the group decide by a formal vote. Similar to 2, it is more practical in large groups, but requires good two-way communication.
4. Stop gap compromises or agreements. Often a realistic interim goal in complex or heated issues.
5. Partial consensus. Involves some resolution of ideas, intentions, and feelings.
6. Integrated consensus of all members — the ideal — is seldom fully achieved in practice yet it is also often lost by lack of skill in decision-making.
7. The group decides little (permissive or low structure decision-making). This is also known as "What in the world are we doing here?"

Considerations in Selecting a Decision-Making Procedure

1. Who is affected by the decision.
2. What amount of commitment and participation in the implementation of the decision is required.
3. The size and logistics of the decision-making unit. (large groups can create threat, small groups can suffer from a lack of broad experience and creativity)
4. The amount of time and resources available. (hasty "power play" decisions or premature "false consensus" decisions can often be a false economy when the long range commitment is considered)

THE GROUP PROBLEM SOLVING PROCESS AND GROUP MEMBER BEHAVIOR

Problem Solving Step	Critical Roles	Blocks
Defining the problem	Clarifying Summarizing Testing	Abstract words Unclear goal Over-generalize Hair splitting

Collecting information	Fact-finding Surveying Testing	Time element Lethargy Too early decision-making Jumping to conclusions Opinions without facts
Identifying alternative solutions	Idea giving Suggestions Getting data	Over analytical Attaching ideas to persons Arguing or debating
Testing alternative	Reality testing Clarifying Suggesting Harmonizing	Lack of practical experience Straw voting
Determining action and who does what	Summarizing Testing consensus Clarifying Reality testing Assigning	Voting Polarization Failure to pin down responsibility Lack of involvement

Use simulations for practice with the problem-solving model. Either the teacher or teacher trained students can process observe these experiences. An example activity is the northwoods survival lab in which small groups of 4 to 6 students make a decision and then attempt to achieve total group consensus. Cooperation within the class can be stimulated by setting up a common goal of competition with other classes as to correctness of the decision as compared to rankings by experts as well as quality and speed of the decision process.

NORTH WOODS SURVIVAL LAB

You and your partner have planned a week-long, fly-in fishing trip in the northern Ontario bush country. About 40 miles from the air base, the plane is forced down on a lake that is too small for a safe landing. The pilot gets down, but is unable to stop the plane before it plows into the shore line.

Your partner suffered a broken arm and minor injuries, but he is able to move around. The pilot is badly hurt and requires immediate medical attention. The plane's radio is destroyed. You are the only person in the party who is uninjured.

The terrain between you and the air base consists of lakes, muskeg swamp, bogs, and virtually impenetrable woods. Counting the necessary detours around these hazards, you estimate a trip of 80 to 100 miles to get out.

You must check the list of supplies and rank them in order of importance for your survival on the trip back to the air base. Place the number 1 next to the most important item, 2 for the next most important, and so on.

_____ 1 camp saw
_____ 1 hatchet
_____ fishing tackle
_____ lantern
_____ camp stove
_____ 2 packs dry beef
_____ insect repellent
_____ hand gun (.32 caliber)
_____ compass
_____ 2 first aid kits
_____ 1 pack dry apricots
_____ bouyant boat seat cushions
_____ 1 frypan
_____ silverware
_____ map

A Veteran Camper's Answers to the North Woods Survival Lab.

Priorities

1. Compass — an absolute necessity; the woods are so thick in places that ten steps can alter your directions 90°.
2. Map — in order to select the best route around lakes and across rivers; the map could save hours of walking.
3. Insect repellant — The black flies and the mosquitoes in the bush country are thick and hungry. If you have never entered bush country, you can't imagine how thick.

4. Boat seat cushion — The cushion is bouyant and would save miles of walking by allowing you to swim small lakes and rivers.
5. Dry beef —
6. Dry Apricots
7. One first aid kit — In case of injury the survivors would need the other kit.

Low Priority Items

8. Camp saw — unnecessary, since there's abundant fire wood lying all over.
9. Hatchet — unnecessary, for the same reason.
10. Fishing tackle — You have enough food.
11. Lantern — Impossible to travel at night.
12. Frypan
13. Camp stove — No food preparation necessary with dried food.
14. Silverware
15. Handgun — Little need for protection; one chance in a thousand of meeting a bear.

Session V

"Teaching Cooperation" - Hand out and discuss the following information. (Pages 39, 40, 43-46 of Personalized Education Using Group Methods)

If there is time have the class do the Hollow Square Activity, pages 180-181. (Pages 44-45 of Personalized Education Using Group Methods)

Chapter 5

COOPERATION AND CONFRONTATION

A Class Group Example

In order to illustrate the concepts and abstractions previously presented, specific examples of the four types of groups will be used to further the six instructional areas. Cooperation and confrontation will be combined with instructional activities in a class group setting. Group problem-solving skills teaching will also be illustrated in a class group setting. Interpersonal communication instruction methods will be suggested in a social learning setting which could be part of a class group or a mini-course option. Personal decision-making and life planning will be illustrated in a teacher-advisor group and self-awareness and personal growth will use a group counseling setting. The examples for each instructional area can be considered as an initial framework for an instructional package at the junior-senior high school level, but additional enrichment and modifications for local needs will be required. The format of each instructional area will include initiating activities, the group facilitator's role, developmental activities, special problems, and evaluation.

INITIATING ACTIVITIES

Cooperation and constructive confrontation involves knowledge, interaction skills, and attitudes or group norms. Groups that exhibit more of a cooperative mode of operation between its members than a competitive mode of interaction will generally be more open in communication, more trusting, exhibit more member to member liking, mutual influence, and positive evaluations as well as more productivity.

Few real-life situations are purely cooperative or purely competitive, but the teacher may wish to explicitly teach cooperation and constructive confrontation as well as implement stronger cooperation norms in his/her classes. It is usually most practical to initiate a teaching unit in all classes requiring the same preparation in the case of a cooperation and confrontation unit. If the teacher is not familiar with and confident of instruction in cooperation and confrontation, it might be best to start by picking the class which is the easiest to teach, which will probably already by exhibiting some cooperative behavior.

Since cooperation is a process of shared rewards and coordinated acts, the basic grading and reward structure of the class must favor cooperation strategies — at least during this unit! For example, team projects might be given a common grade, helpfulness behaviors might be personally acknowledged by the teacher, and some whole class achievements might be rewarded in common.

Many of the teaching activities will be carried out in small groups within the class and the teacher's influence on the composition of these small groups can be significant to their success. Usually it's best to use a combination of teacher selected small groups for some activities and student selected small groups for other activities. In activities requiring risk-taking, groupings of friends will take greater risks when cooperating than when competing. Occasionally letting the student choose their groups contributes to the general climate of mutual power and influence which is one of the elements of cooperation. At times the teacher will want to arrange the subgroupings for various reasons including preventing groupings of friends, providing heterogeneity in terms of sex, interests, and abilities.

When dealing with cooperation, conflict, resolution, and other confrontive exercises, groupings of friends may at times give the appearance of cooperation or constructive confrontation, which is motivated more by wanting to appear to be doing the right thing or being kind or friendly than being motivated by a desire to experiment with new ways of interacting and performing in groups. Discussing the different reactions to the various class subgroups can be a worthwhile class activity as well.

Some preassessment activities can be helpful to the teacher in deciding where and how to start, as well as providing a means for the student to become oriented and involved in the process. The following student surveys have been found helpful as preassessment and initiating activities:

SELF-EVALUATION OF COOPERATION SKILLS

	I would like to do more:	
A. Dealing with Human Relations:		
1. I recognize how other people feel: Little Some Much	YES	NO
2. I call other people by their first name Little Some Much	YES	NO
3. I listen carefully to what others say: Little Some Much	YES	NO
4. I encourage others in their efforts: Little Some Much	YES	NO
5. I compliment others on their achievements: Little Some Much	YES	NO
B. Dealing With Problem-Solving Tasks:		
1. I try to get activities started: Little Some Much	YES	NO
2. I try to find out what are the other choices or ways to do something: Little Some Much	YES	NO
3. I try to get everyone's ideas and opinions into a decision: Little Some Much	YES	NO
4. I give information whenever I can: Little Some Much	YES	NO
5. I try to be sure everyone knows what we have done: Little Some Much	YES	NO

If the teaching of cooperation skills is going to be infused with other instructional goals, or if cooperation skills have been taught in an explicit unit approach and are being applied to other instructional activities (the unit approach is much preferred from the author's experience); the following survey can help sensitize students to the aspects of the cooperation process and help the teacher meet individual needs in this unit.

SURVEY FOR GROUP WORK

Purpose: In order for two or more people to work together there needs to be good communication, use of individual talents and interests, and a feeling of shared success.

1. List your interests in the unit we are going to study.
2. List ways you can contribute to a student project team.

   (check all that apply)

   a. Background knowledge
   b. Reading skills
   c. Skill in initiating activities
   d. Skill in harmonizing peoples feelings
   e. Skill in audio-visual presentations
   f. Library research skills
   g. Creative interests
   h. Oral presentations
   i. Interviewing skills
   j. Skill in handling number data, i.e. graphing
   k. Skill in encouraging people
   l. A good listener
   m. Sense of humor
   n. Other _____
3. List ways other students might help you — use the same list as in 2 above — just list the letter of the alphabet of those you choose.
4. Based on the above list name five students that you feel you could work with best:
5. List three students that you feel might be the hardest for you to work with:

SUGGESTED LEARNING ACTIVITIES

The sequence of instructional objectives and learning activities are offered as example suggestions only. The teacher or counselor's creativity and local needs will make the final determination of an instructional unit or package. For example, one junior high school has put cooperation-confrontation units into the English curriculum as follows:

7th grade emphasis — Cooperative team building involving common goals and communication methods.

8th grade emphasis — Negotiation and Bargaining. Cooperation involving interdependence and specialization.

9th grade emphasis — Constructive conflict resolution including intergroup and interpersonal conflict.

These units were combined with interpersonal communication units. Learning activities will be described first for the following instructional objectives of cooperation.

Instructional Objectives — Cooperation

Goal: To develop skills of cooperative interaction.

Objectives:

1. To exhibit interdependence and cooperation in task and interpersonal situations as demonstrated by:
   a. describing the interdependence of individuals in contributing to the well-being of society
   b. sharing in the success of group goal attainment
   c. showing an awareness of the needs of others
   d. participating with specialized contributions in a group effort
   e. recognizing the specialized contributions of others in a group effort.

Introductory Activities: An overview discussion of some of the conditions and potential advantages of cooperation might include:

Cooperative teams are characterized by:

a. A knowledge of some common goal or some need to exchange help in order to reach some individual goals.
b. Everyone in the cooperative team has some influence and contribution to make.
c. Everyone shares in the success of the team and the success of other members.
d. Team members feel a need to specialize in their contributions.
e. Communication is open and straightforward within the team.

Coorperative and Competitive Strategies Include:

COMPETITIVE STRATEGY	COOPERATIVE STRATEGY
1. Behavior is purposeful in pursuing own goals.	1. Behavior is purposeful in pursuing goals held in common.
2. Secrecy	2. Openness
3. Accurate personal understanding of own needs, but publicly disguised or misrepresented — don't let them know what you really want most to do that they won't know how much you are really willing to give up to get it.	3. Accurate personal understanding of own needs; and accurate representation of them.
4. Unpredictable, mixed strategies, utilizing the element of surprise.	4. Predictable; while flexible behavior is appropriate, it is not designed to take other party by surprise.
5. Threats and bluffs.	5. Open, genuine attempts at negotiation.
6. Search behavior is devoted to finding ways of appearing to become committed to a position; logical and irrational arguments may serve this purpose.	6. Search behavior is devoted to finding solutions to problems, utilizing logical and innovative processes.
7. Success is often enhanced (where teams, committees, or organizations are involved on each side) by forming bad stereotypes of the other, by ignoring the other's logic, by increasing the level of hostility. These tend to strengthen in-group loyalty and convince others that you mean business.	7. Success demands that stereotypes be dropped, that ideas be given consideration on their merit regardless of sources and that hostility not be induced deliberately. In fact, positive feelings about others are both a cause and effect of other aspects of cooperative strategies.

Other activities include:

A. Set up cooperation-negotiation exercises using "The Prisoners' Dilemma Game" (Johnson, 1972) or puzzle and game activities such as the Hollow Square Exercise illustrating the uses of power, threat and the need for shared power and trust in negotiation.

B. Use process observers to note the reactions of winners and losers in these various puzzle and game exercises. Note the success reactions in cooperative as compared to competitive activities, as well as the more favorable reactions of liking and evaluating of peers in cooperative relationships.

THE HOLLOW SQUARE EXERCISE

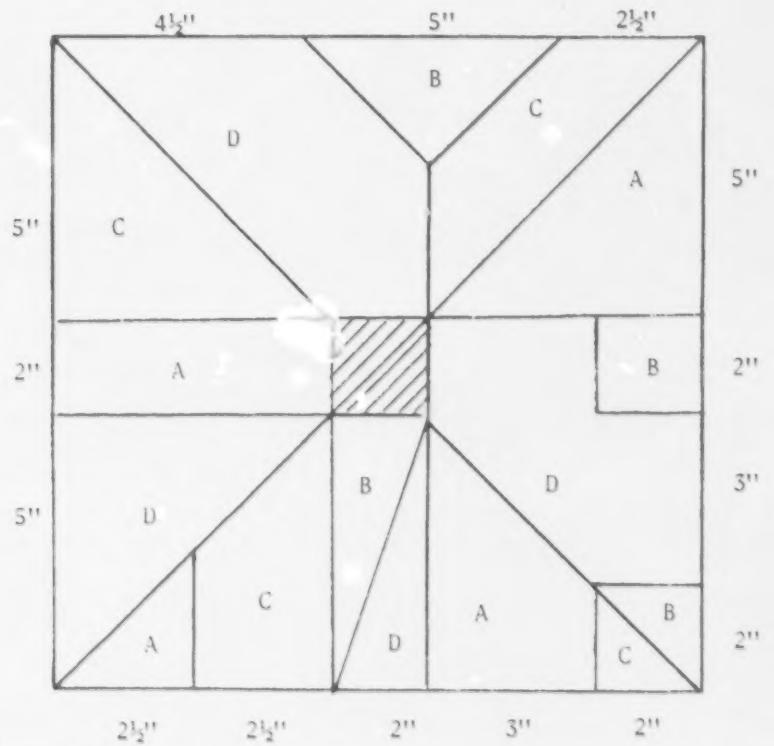
The exercise creates a laboratory setting for learning communication skills and the values of cooperation and involvement in team work.

1. Discuss cooperation; through student help, list the behavior required for cooperation:
   a. all must understand the task
   b. must believe that he can help
   c. instructions must be clear
   d. must think of others as well as himself
2. Describe the task to the students: The task is to build a hollow square (the pieces can be made from cardboard — see the key, or an easier design

can be substituted. Each of the four team members A, B, C, and D gets 4 pieces (or less if an easier design is used). The task is not complete until a perfect square is formed. The fastest time wins.

3. List the rules:
   a. no member may speak
   b. no member may ask for a puzzle piece or in any way signal that he wants one
   c. members may give pieces to each other
   d. when group is finished, they may watch other groups finish
   e. the no-talking rule is in effect until all groups are finished.
4. Divide the class into groups and select one *monitor* per group to make certain all rules are observed. Four members per group plus the monitor.
5. Begin and let students go until all groups are finished.

The Hollow Square Key



6. Have students fill out discussion questions:
   a. How did you feel when someone holding a key piece did not see the solution?
   b. How did you feel when someone completed the square incorrectly and gave the impression he was correct?
      — What feelings did he have?
      — What feelings do you think he had?
   c. How did you feel about those who did not see the solution as quickly as others?
   d. What *type* of person helped the group complete the task?
      What *type* hindered the progress of the group?

Preparation: Have puzzles ready
Have groups determined

Skill Building Activities

TEAMWORK EXERCISES

EDUCATIONAL SPACE TEAM SKIT (50 minutes)

In groups of 5, the task in 10 minutes is to plan a model school on the moon. Determine what 3 rules you are going to take with you to this ideal moon school. Have at least 2 observers for each team. Observers report group progress and verbal and nonverbal communication. Don't try to record everything.

Actors: Throw yourself into the act, make it realistic, try to reach a decision.

Rest of class will be sharing observations.

NEWSPAPER TEAMWORK EXERCISE

In small groups build a structure out of newspaper and masking tape that will hold one of the members. Have 2 observers for each group.

After Discuss:

a. Cooperation — define
b. Decision-making — define ways of making decisions: one person decides, vote, a few decide, fake consensus, true consensus

Questions: How many actually worked on the project?
How many were frustrated?
Did anyone sit back and let others do his work?

PAINTING A TEAM PICTURE EXERCISE

Groups of 4 to 6. (new or old group) As a team paint a team picture. The picture should be creative, integrate individual efforts, reflect the personality of the team, sign your team painting with a team name. Fill out the team observation sheet.

Then Discuss: Shyness, feelings of embarrassment about painting, feelings of artistic inferiority, feelings of exposure, enjoyment, who got the choice spot on the painting, did anyone paint over any one else's work, did wit or humor appear, why, how was conflict handled, did anyone drop out of the group, did a leader emerge?

BUILDING A SCHOOL MASCOT

In groups of 4 build an object that will symbolize the school or class. The materials include 4 stirofoam cups, 4 large staple clips, 4 paper clips, and 4 toothpicks. Each team will have 20 minutes and the goal is to see who can be most creative as judged by 2 outsiders.

Transfer of Skill Activities

1. Compare the effects of competition and cooperation in the classroom. For example, assign one half the class a small group report and the other half individual reports. Grade some on a group basis and some individually. Discuss the relative success of each method, the feelings generated, and the amount of competition and cooperation in our society. Set up "superorinate" goals to improve cooperation such as competition with other classes or other schools thus creating a common goal within the teaching group.
2. In planning one of the class parties have half the class plan in the inner of two circles, while the rest of the class observes, then have the groups switch roles. Have them evaluate how well they did as a group in cooperating.
3. Debate: The values of competition versus cooperation.
4. Discuss: Rivalry in moderation can be stimulating. When the rivalry becomes too intense, however, the pressure can be demoralizing.
5. Discuss student experiences in same age or cross age helping, whether it be in classroom learning group assignments or in work experiences. Consider the importance of sensitivity to the needs of others whether helping or being helped. Practice helper-helpee roles.
6. For students who have done cross age tutoring, discuss an evaluation of the experience.

Evaluation

The following test can be administered pre and post. Items 10-19 should be used to evaluate the workshop and not graded. An anonymous evaluation survey to improve the workshop can also be administered. (See page 221.)

Staff Number_____
(No name)

Career Education

Teaching Group Work Skills Option

1. What are four basic elements or characteristics that are common to all groups?

2. What are four basic characceristics of an effective interpersonal climate for teaching?

3. List three task behaviors and three climate behaviors that you might observe in a group in order to evaluate how well the group is functioning.

4. Briefly describe two ways that you could orient students to working together in a group.

5. Briefly describe how a mature group is different from a new immature group.

ANSWER TWO OF THE FOLLOWING FOUR QUESTIONS

6. What are the major considerations in sub-dividing larger groups, such as class groups, into smaller task groups?

7. What are some specific ways in which you could evaluate group process?

8. Describe the concept of shared leadership, using specific examples.

9. If you were asked by a group to consult with them as to ways in which they might improve their task effectiveness, what would be your plan?

How would you rate yourself at the present time in the following areas related to group work?

	Excellent	Good	Fair	A Lot To Learn
10. Understanding of group dynamics	_____	_____	_____	_____
11. Overall ability to lead a group	_____	_____	_____	_____
12. Comfort level as a group leader	_____	_____	_____	_____
13. Comford level as a group member	_____	_____	_____	_____
14. Knowledge of how to orient students to group work	_____	_____	_____	_____
15. Knowledge of activities and techniques to use in group work	_____	_____	_____	_____
16. Knowledge of what to look for in the group process	_____	_____	_____	_____
17. Ability to observe group process and behavior	_____	_____	_____	_____
18. How to evaluate group progress	_____	_____	_____	_____

19. I feel that group work skills are an essential part of career education.

Strongly Agree Agree Disagree Strongly Disagree

Resources

Personalized Education Using Group Methods by Benson, Arland N., 1974, Division of Instruction, Pupil Personnel Section, Minnesota Department of Education.

Learning Discussion Skills Through Games by Stanford, Gene, and Barbara Dodds, Citation Press, New York, 1969, Scholastic Magazines.

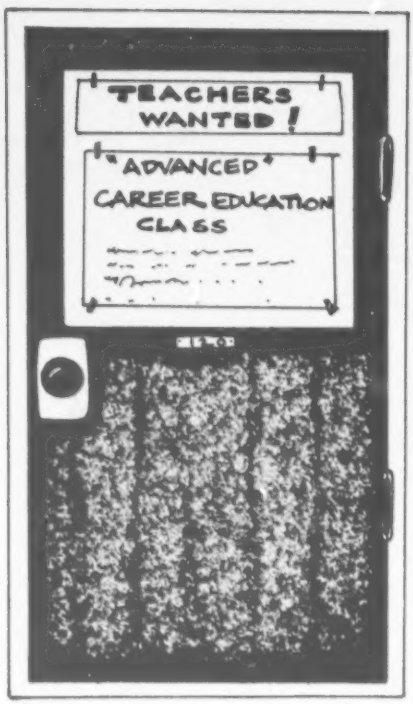
STAFF DEVELOPMENT MODULE #6

IMPLEMENTING CAREER EDUCATION

STAFF DEVELOPMENT MODULE #6

IMPLEMENTING CAREER EDUCATION

Overview



This advanced seminar for practitioners who have had some background and experience in career education is designed to elaborate on organizational development concepts as well as philosophical issues in career education. Strategies for linking the various concepts of a comprehensive career education model are focused upon through selected readings, discussions, presentations by resource people and a simulation problem.

The following interest and perceived needs survey can be used to plan the workshop.

CAREER EDUCATION

Implementing Career Education Workshop

I. Implementing Career Education in a Systematic Manner

_____ Curriculum Efforts

_____ Community Participation

_____ Using Career Learning Centers

_____ Other _____

II. Issues in Career Education

_____ Worker/Student Alienation

_____ Future Shock

_____ Overly Materialistic

_____ Other _____

III. Teaching Career Decision-Making and Planning

IV. Adult Development - Fact or Myth?

V. Evaluation of Career Education Efforts

VI. Career Needs of Specific Populations

Target Groups

Anyone in the school who is working in career education might be encouraged to participate in the workshop. Community representatives, especially advisory committee members and task force members, might be interested in such a workshop. Specific school staff with career education leadership including administrators, counselors, and departmental leaders might be encouraged to attend. The major criteria should not, however, be organizational status but be interest and commitment to career education concepts. This workshop is not designed for the novice or the resistor to career education.

Funding and Staffing

The program described has been offered as a two-graduate-credit workshop by school staff in collaboration with the University of Minnesota Counseling and Student Personnel Psychology Department. Each participant paid the regular University tuition and the school workshop staff received regular University instructor pay. Other arrangements would work for both participation incentives and for staff pay. The workshop staff may need to initially consist of a school and University team with the utilization of experienced practitioners.

Format Overview

Seven to ten two to two-and-a-half hour after-school weekly sessions or a three to four-day program are feasible formats. If graduate credit is offered, the granting institution will have specific standards, including time.

Besides presentations, discussions, and an out-of-class project, a four to five-session small group simulation of the process of creating a comprehensive career education plan is built into the workshop format.

Example Agendas

Session I

15 Minutes	Registration
30 Minutes	Pretest (optional)
60 Minutes	Focused-Planned Success Approach to Implementation
30 Minutes	Workshop Requirements Work on Project Assignment

Session II

45 Minutes	Shared Decision-Making in the Implementation Process
75 Minutes	Simulation Activity (Round 1)
20 Minutes	Class Project Work

Session III

45 Minutes	Career Education Planning at the State Level
45 Minutes	Community Participation
45 Minutes	Simulation Activity (Round 2)

Session IV

50 Minutes	Career Learning Centers as a Linking Component
30 Minutes	Resources and Materials for Implementation
60 Minutes	Curriculum Development Simulation Activity (Round 3)

Session V

60 Minutes	Career Development Needs of Adults
80 Minutes	Program Evaluation Simulation Activity (Round 4)

Session VI

60 Minutes	Linkages with Vocation Education
80 Minutes	Career Educators in the 1980's Simulation Activity (Round 5)

Session VII

50 Minutes	Simulation Reporting
50 Minutes	Project Reporting
30 Minutes	Test (Optional)
10 Minutes	Workshop Evaluation

Example Activities and Content

"Focused-Planned Success Approach to Implementation" - Hand out the following information and discuss. (Pages 17-24, 52, and 53 of Implementing Career Education Programs)

Chapter 2

PLANNING AND IMPLEMENTING

Getting Started

Desirable changes in education do not always happen without planning. Most readers are likely aware of several instances of quality materials, resources, and ideas in career education being ignored or underused because of a lack of implementation. No guarantees can be given as to the success of career education programs; however, the suggestions made in this chapter represent proven techniques of educational change which should increase the probability of successful implemntation.

The implementation process is called a focused — planned success approach. Focusing on specific objectives and activities is necessary in making detailed plans and evaluating the follow through. Focusing is also a way of increasing the likelihood of initial success. Some evidence of success is one of the necessary building blocks for expanding a program. Deliberate detailed planning is time consuming and often ignored, yet it can make the difference between success and failure in implementation.

Focusing for Success

The old cliche "nothing succeeds like success" is appropriate here. Achieving demonstrable success in educational programs is difficult. The question is how to achieve enough success so that you and the other people involved feel rewarded and motivated to continue. In addition success is needed to maintain and increase credibility and influence in the work setting.

Initially selecting program objectives that have a high probability of successful attainment is necessary. The first step in selection is a narrowing process. For example, one might select only 4 to 5 student outcome behavioral objectives from the list of approximately 80 in Chapter 1. In deciding which objectives to focus on one might ask the following questions:

1. Which objective areas and related activities will evoke the most staff, student, and community interest and support?
2. What potential programs have the most human and natural resources?
3. What potential programs have the most positive past experience?
4. What objectives are the easiest to measure?
5. What setting, i.e., school building, department, classroom, and individual student and staff member, is the most likely place to experience success?

Question 5 emphasizes the need to focus on specific settings and individuals where the chances of success are the highest. For example, a career education program might be started with only a small part of the staff and student population and gradually expanded as success is demonstrated.

Realistic Goal Setting

Part of realistic goal setting involves the personal assessment of needs and strengths mentioned previously. Another part of goal setting requires the identification of the formal and informal power structure within the school and the community.

Organizational change consultants emphasize the desirability of influencing the top of the power structure. In the case of career education the superintendent, other influential administrators, and community influence people such as school board members may be the key power people in implementing change. People in power positions have the most potential for helping or hindering the implementation of new programs. In some instances, a realistic goal is to gain limited support or even neutrality on the part of key power people. Strong program opposition on the part of key people practically dooms a program to failure — unless some negotiation is possible. In some situations the people in positions of power and influence can only be indirectly influenced and involved. For example, if the superintendent can not be influenced directly, one might try to work through the assistant superintendent or other influential administrators.

It may be helpful to define power since it appears frequently in discussions of program implementation. Power might be described as the influence potential that might be derived from one's occupational or organizational role (formal power structure) as well as one's expertice and social status and social attractiveness (informal power structure).

Enlisting the support of formal leaders such as administrators, department chairpeople, and curriculum coordinators is necessary. The informal leaders may not always be the same group, in the same rank order, as the formal leaders, but may exert as much or more power. Not every important person in the formal and informal power structure is likely to be supportive of any particular program, including career education, which needs to be recognized in establishing realistic program goals.

A deliberate analysis of the school and community power structure is a critical step following a personal needs assessment and goal setting. As a review and a suggested worksheet for the implementation process up to this point go through the following steps.

Focused-Planned Success Approach

Step 1. Personal Needs Assessment. Review goals and field force analysis (see Figure 1). Consider your professional and personal strengths and interests.

My Strengths _____
_____
_____

My Needs _____
_____
_____

Step 2: Student, Staff, and Community Needs Assessment. Consider what needs are expressed by each potential target population.

Student Needs _____
_____

Staff Needs _____
_____

Community Needs _____
_____

Step 3: Arrange the assessed needs from highest to lowest. Focus upon needs that match yours and are important but perhaps not the greatest needs.

Greatest Need _____
_____
_____

to _____
_____
_____

Weakest Need _____

Step 4: Now select the needs that can be realistically met in terms of probability of success.

Needs in order to difficulty of meeting Hardest Need to Meet	Personal Interest (check if yes)
_____	____
_____	____
_____	____
_____	____
_____	____

Easiest Need to Meet

Check under the column personal interest all of the needs which you have a personal-professional interest in. Consider focusing on those needs checked that are also in the low to middle difficulty range and are of personal interest to you and important to others.

Step 5: Hopefully at this point you have identified several needs that are important but also have some chance to be met. As a further check on a realistic starting point in program planning write down the needs that have survived the preceding focusing process. Write down the needs as the target population expresses them and as you perceive them as a professional career development educator.

Focus List of Needs

Expressed by the students/staff/community	My perception of these needs
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

In many instances the expressed needs of students, staff, or community will not appear very similar to your perceptions. Whether the differences involve communication and semantics, or value and attitude differences, it is vitally important to negotiate some common elements. When specific program activities are proposed it is important that those involved see a link between their needs and the program's activities.

Step 6: An additional process step to determine realistic short and long range program goals and a starting point is to write down the key people in the school and community power structure and rate their power bases.

Key Power People

NAME	Power Position			Expert Power			Social Power		
	Very High	High	Med.	Very High	High	Med.	Very High	High	Med.
_____									
_____									
_____									
_____									
Examples:									
John Doe		X				X		X	
Principal									
James Smith			X			X	X		
PTA President									

Review the list and check those people that you or others in your support group can influence to use their power to support your proposed program.

Hopefully the preceding planning processes highlighted the importance of analyzing community needs and support. Utilizing community needs and support can be illustrated by assessing parent needs and perceptions of student needs, use of community volunteers, community advisory committees, community field trips and speakers, and consultation with school boards and community agencies. In public education a great deal of power lies in the

local community yet we often neglect involving and eliciting community support.

Implementing career education will mean change. Educational change as the result of career education programs might be reflected in expectations for students, classroom materials, teaching activities, staff relationships, administrative policies, community participation, and numerous other areas. Initially new programs will generate superficial changes, new influences, promotions, and incentives are part of program implementation. Until students, teachers, and community residents have practical new behaviors and ideas to the point where they are a part of one's life style, they may appear superficial and tenuous. Realistic goal setting recognizes the gradualness of change and the need to provide ways of increasing permanence.

A school as a social organization requires outside stimulation in order to change. To insure some permanency however, changes must eventually be generated from within the school organization. Even the outside stimulation may take the form of people within the school system coming in contact with outside influences through reading, workshops, conferences, and courses. If you will be acting as outside catalysts, one necessary goal is to have internal agents of change actively participate in the conception of the program and carry on the responsibility for program permanency.

Another aspect of organizational change is the tendency for schools to over-react to external pressures for change. This over-reaction often consists of the change advocates overselling the values of change as well as the uniqueness of new programs. Career education has often been oversold as an entirely new approach to education (which it isn't) and a panacea for all ills of school and society. A missionary zeal can result in inflexibility and a counter-reaction of resistance by many people. Awkward implementation of new policies and programs is common. Linking new programs with past activities is one way to avoid over-reactive change and the corresponding resistance.

Planning for Change

Implementing career education programs requires planning and focusing for success. Changes in teaching procedures, materials and job roles produce stress reactions in some people. Stress as represented by tension, anxiety, and avoidance can be unproductive and generate resistance to change. Innovation involves risks of failure, disappointment, and loss of self-esteem. Systematic planning can minimize stress and resistance.

Minimizing Stress

It is not possible to eliminate stress reactions in implementing new programs nor is it probably desirable. A realistic goal is to stimulate enough change with its resulting stress to implement ongoing programs. Overwhelming stress will produce avoidance and anxiety reactions.

Stress conditions have four components: complexity, ambiguity, novelity, and intensity. Complexity refers to the degree of understanding needed to

feel comfortable with the career education program. Limiting the pace, variety, and amount of program activities is one way of avoiding a stimulation overload. Ambiguity refers to the degree of clarity each person has regarding how one is expected to act in one's role in the program. Taking time to orient people as to what might be expected of them can be combined with rehearsal or try out activities before experiencing the activity in the natural setting.

Novelity is the degree of newness of program components as perceived by participants. Focusing on specific areas with gradual program expansion minimizes novelity. Linking new programs with past programs and familiar experiences also minimizes the novelity.

Intensity is the degree of personal risk associated with program participation. If human needs such as security, approval, and self-esteem are perceived to be directly affected by the program intensity of stress, feelings will be high. Programs that involve innovation in curriculum materials and teaching activities are likely to be less stress producing than innovations requiring changes in job roles, interpersonal relationships, and methods of evaluation and approval.

Providing psychological support for people who are participating in innovative programs will also minimize the effects of stressful change. Psychological support includes providing the human relationship qualities of empathy, regard, and genuineness as well as cognitive assistance. Cognitive assistance can include helping people label what is happening as well as to analyze, understand, and predict the course of events.

Providing Incentives for Change

Stimulation for change as innovation in career education requires opportunity to experience new ideas and activities as well as rewarding consequences for trying new things. Many educational programs are implemented with the rationale that potential long range benefits to students are enough incentive for staff, parents, and students. Long range student benefits, no matter how likely, are usually not enough motivation for implementing new programs. Immediate incentives are often more powerful in influencing people's behavior than long term incentives. Incentives for implementing career education can be described as primarily social rewards, material rewards, or program centered rewards. Social rewards include the approval, support, and recognition of peers and others in the power structure as well as status gains.

Material rewards might be consumables such as food, drink, other material goods, money, or privileges. Privileges could include opportunities for self-determination of use of time, and the specifics of daily activities. Program centered rewards include feedback as to the success of program activities, the accomplishment of short term process objectives, and opportunities for increased program activities.

Everyone involved in career education needs incentives to initiate and maintain participation. Students, teachers, program initiators, parents, and community residents all require incentive structure. In implementing new

programs in career education an incentive structure needs to be planned that will provide a variety of readily available rewards for people who take the risks of making changes and coping with stress.

As a summary and a planning activities fill out the following chart.

Incentives Structure

People Involved	Stress Conditions High	Stress Conditions Low	Incentives for Change Social	Incentives for Change Material	Incentives for Change Program Centered
A. Students					
B. Teachers					
C. Other Staff					
D. Others in Power Structure					
E. Parents					
F. Community Residents					

A Planning — Implementation Model

A focused-planned success model of program implementation will be presentated as a guide in sequencing and analyzing progress. The model includes components of the process of change already mentioned as well as other aspects of program implementation.

IMPLEMENTING CAREER EDUCATION

STEP 1: Identify the Starting Point in Implementing Career Education

—Determine personal needs and the perceptions of needs of others in the program setting.

—Determine where change has a moderate but not high need and a good chance of success. For example, helping a department develop career units instead of attempting to innovate a performance based student grading system which might be strongly opposed by some.

—Determine who will be involved in the proposed change. For example the target for your career education influence efforts may be individual teachers or administrators, parents, or groups such as subject area departments.

STEP 2: Identify the formal and informal power structure involved.

—Determine who has legal power and can influence and can be influenced directly or indirectly.

—Determine who has social and expert power and can be influenced— "support systems."

STEP 3: Communicate openly and directly with the people involved.

—Listen to the people in the program setting, particularly for needs, feelings, and intentions.

—Express your own needs, feelings, and intentions in a straight-forward manner.

STEP 4: Develop a support system of a small group of people who will work for change.

—Develop a team of people with explicitly stated group goals and individual contributions.

STEP 5: Analyze the decision-making processes involved in implementing career education.

—Determine how the decisions involving your proposed change will be made on a continuum from one person to an "integrated consensus."

—Determine who will be involved in making the decisions involving your proposed career education change.

STEP 6: Negotiate specific program objectives with the people involved.

—Be clear about what are the mutually agreed upon goals or objectives; i.e., what is your role? what strategies will be used? what outcomes are desired?

—Acknowledge mutual sources of power and change; i.e., what both you and the program participant can contribute and gain from each other.

STEP 7: Deal with the resistance to the proposed career education program.

—Identify who and on what basis the change is being opposed.

—Attempt to incorporate some of the concerns of the resistance into the change proposal rather than overpowering them.

STEP 8: Develop a sequence of short-range goals which lead to the gradual attainment of long-range goals.

—Determine specific short-term objectives with high probability of success. These objectives include the introduction and practice of new ideas and behaviors.

—Gradually raise your expectations after attaining some momentum of success. Provide for the transfer to and practice of new ideas and behaviors in the life style of the school-community.

STEP 9: Evaluate the processes and products involved and feedback to Step 1.

—Monitor in detail the relative success of specific program components.

Resistance to Career Education

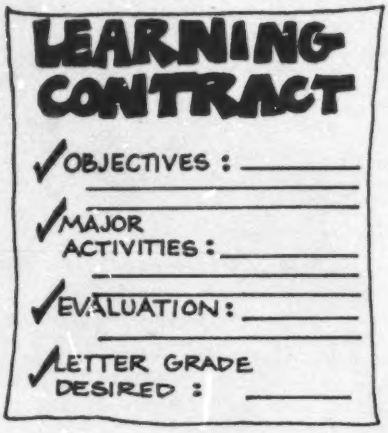
The importance of incorporating resistant forces into career education has been discussed. Now specific examples of issues and arguments of resistance to career education are needed. The following issues and arguments are frequently encountered in varying degrees when attempting to promote career education.

ANSWERING RESISTANCE

Issues and Arguments of Resistance	*Promotional Approaches*
1. *Career education's goals are too vague.*	1. *Probably true — in terms of implementing programs, more specific objectives are needed.*
2. *Career education is concerned only with the economic part of human activity.*	2. *This depends on one's definitions and orientation. Many programs put equal emphasis on humanistic man and intellectual man.*
3. *Career education is overly simplistic in terms of occupational choice as a one time matching process based only on job information.*	3. *Modern career development theory emphasizes life-long decision-making in a psychological context.*
4. *Career education results in a rigid tracking of students to meet manpower needs.*	4. *Hopefully more rather than less options will be available as well as more emphasis on human potential. Also see 2 and 3 above.*
5. *"Future shock" — the rapid changes in society, schools, and occupations makes career education outdated.*	5. *Helping students cope with rapid change and to think futuristically is one objective of career education. Also see 3 above.*
6. *Students are being forced to make decisions about their future at too early an age.*	6. *Personal decision-making and life planning is best taught using current life situations.*
7. *Changes in sex roles affecting occupational and family life are not shown in career education.*	7. *Career education programs like other school programs have not always kept pace with social change.*
8. *Career education is too costly.*	8. *Curriculum enrichment, refocusing of objectives, and greater use of the community are major career education strategies —none of which are expensive.*
9. *There isn't enough time now to teach all of the academics.*	9. *Career education can increase the personal meaning of education and thereby increase motivation.*

The examples represent only some of the legitimate concerns that are raised about career education. Some of the issues may involve semantics but often value questions are raised. The change agent will want to plan for such resistance and not react defensively.

"Workshop Requirements" - Each participant is asked to do an out-of-class project, applying the implementation concepts to a specific program or career education activity. A post-test example is included in the evaluation section, but is not advocated as a necessity. A pre- post-test could be used solely for purposes of evaluating the workshop and not for the participant's grade. An individual learning contract is suggested in which each participant contracts for a grade and details what will be accomplished. An individual learning contract is generally more appropriate for an advanced seminar. Each participant should include the following in his/her learning contract:



Objectives: (Personal growth competencies)

Major Activities: (What will be done in and out of class in relationship to accomplishing the goals.)

Evaluation: (Criteria and methods for evaluating the accomplishments of each specific objective.)

Letter grade or evaluation desired.

Session II

"Shared Decision-Making in the Implementation Process" - Hand out and discuss the following (pages 39-51 of Implementing Career Education Programs):

Effective Organizational Decision-Making

Understanding what is going on in the school-community setting as an organization is necessary in implementing career education. The organizational process and structures of solving problems and implementing decisions may require extensive observation and study. Productivity and human relations aspects of organizational decision-making and problem-solving are interdependent. A balance of both is necessary and neither is more important than the other. A test of a good decision, one which will be carried out wholeheartedly, is not whether it has been unemotionally made, but rather whether all of the emotions and "hidden agendas" have been expressed, recognized, and taken into account.

Data about feelings and emotions need to be a part of any practical decision-making process. Constructive conflict or confrontation is a necessary part of organizational decision-making. Conflict is constructive however, only if the real feelings and intentions are openly dealt with — a mere ventilation of feelings may have little or no value and in many cases is destructive.

CHARACTERISTICS OF A HEALTHY PROBLEM-SOLVING ORGANIZATION

1. *Open communication of ideas, feelings, and intentions across staff and up and down line hierarchies; i.e., messages are sent and received between superintendent, principal, and teachers in equal balance.*
2. *New ideas from within and without the organization are incorporated.*
3. *Cooperation is valued over competition.*
4. *A high level of trust is present.*
5. *Risk-taking is encouraged.*
6. *Decisions are made with tentativeness or a provisional try attitude.*
7. *A feeling of cohesion or belonging is balanced with an appreciation of differences.*
8. *People who are affected by decisions have the opportunity to participate in the decision-making process.*
9. *Delegation of tasks is such that a large number of persons find themselves assigned to tasks of high responsibility.*
10. *Decisions are made with the necessary commitment and clarity for implementation.*

Process Consultation

Process consultation consists of observation, diagnosis, and recommendation. Process observation may be initiated by an outsider observing specific problem-solving and action planning meetings and the general organizational climate for change using the "Characteristics of a Healthy Problem-Solving Organization."

The following observation form can be used for specific group meetings, for the overall processing of an organizational decision, or as a periodic check point in a group's development.

PROCESS OBSERVATION OF ORGANIZATIONAL DECISION-MAKING

1. *Did the group clearly specify what is to be decided so that all understood?*
2. *Did the group discuss many possible alternatives before deciding?*
3. *Were the views of all the members (even the less active) requested?*
4. *How much attention was paid to the way the group was working?*
5. *Was the condition that all group members should be able to work toward improving the problem area discussed and resolved by the group?*
6. *Were all of the suggested alternatives explored to discover their advantages and disadvantages?*
7. *When discussing and when arriving at the final decision was silence interpreted as agreement?*

8. *The decision was made by: (a) one person, (b) a minority of persons, (c) a majority of persons, (d) consensus of all members.*

Process observation needs to be on ongoing part of groups and organizations. Gradually members of groups within the school-community need to be encouraged to assume the process observer role for short periods of time on a rotation basis.

Educating and modeling of process consultation needs to include the reporting of process observation and the tentative diagnosing of organizational decision-making problems. Three of the most common organizational decision-making problems are conflict, apathy, and indecision — each with its own symptoms and possible diagnosis (Bradford, Stock & Horwitz, 1961).

A. *Conflict* means disagreement, argument, tension, impatience, and lack of listening.

Diagnosis — The group or organization may have been given an impossible task and members are frustrated, feeling that they are unable to meet the demands made of them; and the task is not clear or is too disturbing.

Additional Symptoms to Look for:

—every suggestion made seems impossible for practical reasons
—everyone seems to feel pushed for time
—members have different ideas of the group's task.

B. *Apathy* includes indifference, boredom, lack of enthusiasm, or follow through, satisfaction with poor work.

Diagnosis — The problem upon which the group or organization is working does not seem important to the members or may seem less important than some other problem.

Additional Symptoms to Look for:

—members fail to follow through on decisions
—questions raised about what is really the group's task
—confused or irrelevant statements are allowed to go by
—members wonder about the reason for working on this problem
—suggestions are made that we work on something else.

Diagnosis — The problem may seem important to members but there are reasons which lead them to avoid attempting its solution; such as conflict of interest or fear of consequences.

Additional Symptoms to Look for:

—there are long delays in getting started
—there is much irrelevant preliminary conversation
—members are reluctant or embarrassed to discuss the problem.

C. *Indecision* refers to inadequacies in the decision-making process as seen by fear of the consequences of a decision, conflicting loyalties among organization members, or interpersonal conflict among members.

Diagnosis — There may have been premature calling for a decision, or

the decision is too difficult, or the decision group is low in cohesiveness and lacks faith in itself.

Additional Symptoms to Look for:

—the group swings between making too rapid decisions and having difficulty in deciding anything.

Diagnosis — The decision area may be threatening to the group or organization either because of unclear consequences, fear of failure for the individual members, or fear of reaction of others.

Additional Symptoms to Look for:

—the group or organization lacks clarity as to what the decision is
—there is disagreement as to where consensus is
—a decision is apparently made but challenged at the end
—members refuse responsibility
—there is continued effort to leave decision-making to the designated leader, a subgroup, or an outside source.

Reporting upon the observations and diagnoses made is often the most difficult part of process consultation. In developed groups and organizations some outside stimulation is often needed to initiate looking at the decision processes being used. Analyzing the decision process can be threatening to some people and uncomfortable at times for most people. For the person and the support group hoping to implement career education programs the following guidelines are useful.

1. Don't expect that your organization can change rapidly from "poor" decision-making to good. Whatever change takes place is likely to be gradual.

2. A long range goal is to educate members of the organization so that they can process their own decision-making.

3. Your primary need as a change agent is to analyze carefully what the actual organizational decision-making processes are.

If you decide to initiate teaching of process consultation, simulated tasks might be processed with simpler observation instruments such as items 1 and 2 in the following form.

PARTICIPATION, INFLUENCE, ATMOSPHERE

1. *Participation. Observe for differences among members in the amount of verbal participation.*
   Who are the high participators? Who are the low participators?
   Participants who shifted in their degree of participation.

2. *Influence and participation are not the same. Some people may talk a lot yet not be listened to by others; some may speak only a little yet others tend to listen to them.*
   High influence members? Low influence members?
   Participants who shifted in their degree of influence.

3. *Atmosphere. People differ in the kind of atmosphere they like in a*

group. See if you can differentiate between people preferring a friendly, congenial atmosphere, and those preferring a more conflict-oriented atmosphere.

Prefer a friendly, congenial atmosphere

Prefer an atmosphere of conflict and disagreement

Conditions of Member Satisfaction

The individual feelings of members of an organization are interdependent components of organizational structure, and the quality of outcomes. Extensive research as reviewed by Heslin and Dunphy (1964) indicate three major conditions affecting member satisfaction in problem-solving groups.

Clarity of group and organizational goals is closely related to member assessments of satisfaction. Explicitly determining long range goals and specific short term objectives is necessary if individuals are to feel positive about participation. Explicit and realistic goals are needed for every committee meeting, faculty seminar, etc.

A second condition vital to group member satisfaction is the feeling of freedom to participate. Decision-making can not be separated from decision-implementing and a broad based involvement of people is necessary. As schools grow and become more complex the need for a variety of experiences and contributions increases rather than decreases. It should be noted that it is the perceptions members have of participation options that is important. Organizational members may not always exercise their option to actively participate but they want that option available.

The third condition contributing to individual satisfaction with group and organizational membership is the degree of resolution of status inequalities. Status inequalities might be differences in occupational position, social status, age, education, etc. The resolution of natural status differences does not mean their elimination, but it does mean that individuals feel that they belong, and that they are valuable contributors regardless of status position. Individuality is prized more than an artificial sameness. In general, wide spread participation in organizational decision-making will help resolve status concerns of members. Lack of trust, power struggles, and competitiveness are causes of status problems. The amount of uncertainty that individuals feel about their status and position in the organization and the amount of certainty felt about other members' status in the organization are the factors that need to be clarified. In general, the uncertainties about status create more stress in individuals than the natural status differences which are inherent within any organization.

The size of task groups also affects member feelings of satisfaction. In general, the smaller the number of people in a decision-making or work group, the greater the member reporting of satisfaction with their participation. The question is how to develop a broad based participation model of implementation of career education using faculty groups, advisory groups, steering committees, etc. Many of these groups may number 10 to 100 or more and even representative subgroups may be large. One way of dealing

with the complexity of large groups and multiple memberships within an organization is to form small groups for specific problem-solving and implementing functions. For example, a decision may be considered by a whole school faculty by breaking into small brainstorming groups with reports to the large group. Structuring the format for decision-making in large groups requires planning. At times informal settings and seating arrangements, and a variety of structured activities are needed to stimulate involvement. In smaller groups more people contribute and the highly vocal people take up a small percentage of "air time."

Organizations and decision groups have a growth pattern analogous to other living things. Generally as a group share experiences, trust and cohesiveness increase. Process consultation can measure the developmental status of groups and organizations.

How to Decide

In implementing career education programs all of the various subgroups within an educational setting, which often are delineated by characteristics such as age, seniority, sex, social influence, resistance to change, etc., need to be considered. Authoritarian decision-making in its pure form in education is often replaced by attempts at democratic decision-making in which majority votes are used; however, in implementing change, an integrated decision by consensus is really needed if commitment to action is required by the participants. "Power play" majority votes for change where a disgruntled minority feels "railroaded" are costly in the long run.

Over-reliance on formal voting procedures can lead to many complex issues being focused prematurely into an artificial yes or no question. Accompanying side effects of the widespread use of the present voting procedures lead to decisions being made without the necessary commitment for implementation. A "false consensus" decision-making process can lead to invalid assumptions of general commitment to action, hidden agendas, and feelings of rivalry and competition rather than cooperation. Any efforts toward integrated compromise and real consensus pays dividends. Greater productivity and creativity of decision outcomes should occur along with more satisfactory human relationships.

More consensus on decisions with accompanying greater commitment and creativity of solutions can be achieved by the use of such procedures as 1) tentative try outs, 2) informal polling of people's positions, 3) negotiation of common areas of agreement, 4) taking more time and effort to work through decisions through direct personal interaction, and 5) clarifying responsibility for implementing decisions.

Polarization can occur between "change advocates" and the "resistors." The goal of decision by consensus would suggest efforts to incorporate the views of resistors and changing resistor attitudes rather than marshalling greater force among change advocates. The communication processes needed to achieve decision-making by consensus and cooperation involve trust and communication. Generating plans for change required the involvement of the participants in the program. Administrators planning for teachers without teacher participation, and teachers planning for students without

student participation risk engendering attitudes of resistance and a lack of cooperation.

ALTERNATIVE PROCEDURES FOR DECISION MAKING

A totally healthy organizational climate is probably never attained nor is a truly integrated consensus achieved on every problem or decision a group faces, however, utilizing a variety of decision-making skills and procedures will help.

1. *One person decides — a part of our cultural heritage in education and still useful in certain situations.*
2. *Whole group decides by a formal vote. Also a part of our cultural heritage, it has several advantages but also can lead to polarization and destructive conflict especially if over used.*
3. *Representatives of the group decide by a formal vote. Similar to 2, it is more practical in large groups, but requires good two-way communication.*
4. *Stop-gap compromises or agreements. Often a realistic interim goal in complex or heated issues.*
5. *Partial consensus involves some resolution of ideas, intentions, and feelings.*
6. *Integrated consensus of all members — the ideal — is seldom fully achieved in practice yet it is also often lost by lack of skill in decision-making.*
7. *The group decides little (permissive or low structure decision-making). This is also known as "What in the world are we doing here?"*

Considerations in Selecting a Decision-Making Procedure

1. *Who is affected by the decision?*
2. *What amount of commitment and participation in the implementation of the decision is required.*
3. *The size and logistics of the decision-making unit; (large groups can create threat, small groups can suffer from a lack of broad experience and creativity).*
4. *The amount of time and resources available; (hasty "power play" decisions or premature "false consensus" decisions can often be a false economy when the long range commitment is considered).*

RULES FOR DECISION-MAKING IN GROUPS AND ORGANIZATIONS

Step 1 *Decide how to decide. This may be accomplished by choosing either specific people to decide, majority vote, or consensus to decide how decisions will be made.*

Step 2 *Specify clearly what is to be decided, or define precisely the issue to be resolved.*

Step 3 Identify all possible alternatives. This may be accomplished by polling members, by making a list from member suggestions, and/or having some members identify alternatives to which others agree. It is important to insure that all members of the group or organization have the freedom to speak if they wish to. To find this information, you may have to see that each member is asked to participate.

Step 4 Explore each alternative

a. Identify the advantages and make a list.

b. Identify the disadvantages of each. Remember to ask in ways that will get all members to participate.

Step 5 Explore and elaborate the "personal" wants of each individual (what can each member give to the alternative and what can each member expect to receive from the alternative chosen?). It may be that each member will have to attempt to identify his personal involvement in each alternative.

Step 6 This step is your first choice point. Information should be gathered and summarized by this step. Now select the alternative that has the most advantages and the most value to the individual members. Alternatives have value to people when people can both give and receive from the implementation of the alternative chosen.

Step 7 If a decision is not made at this time, then:

a. Explore for additional alternatives. This may require fact gathering by members.

b. Make a tentative decision and "live it" for a period of time.

c. Re-examine the individual wants of each member. Are the perceptions each member has about the alternative valid? Ask members for further elaboration of their personal involvement in each alternative.

Step 8 Now is the time to assess by summarizing and attempting to reach a decision on which of the alternatives has the most advantages and most value to the individual members. This can be accomplished by one or two members making a summary statement and proposing the choice or motion of the group.

A Climate for Change

The relationship between the organizational climate in the school and the success of career education deserves to be reinforced. How career education is implemented is at least as important as the content of the program. The pressures in society that favor shared decision-making are similar for all occupational fields (*Work in America*, 1973). If the schools are to be successful models in the career education process, participant decision-making is a necessity. Traditional bureaucratic structures of rigid, narrow role responsibilities, a highly centralized authority structure with competition, avoidance of threat, and economic security as the motivation is not suited to today's schools. The following chart compares various models of organizational decision-making.

ORGANIZATION MODELS OF DECISION MAKING

Model of Group Organization	Characteristics	Results from Consistent Use	Most Effectively Used
Authoritarian or Autocratic Decision Making	– All policies and procedures are determined by the leader without explanation. – Techniques an activities are communicated by authority, one step at a time. Subordinates are kept in the dark as to what the future might hold for them. – The leader or leaders remain aloof. – The leader or leaders initiate all activity.	– Morale is lowered, employees become irritable and aggressive. – Employees become completely dependent on the leader or leaders. – Work stops when the leader is away. – Discipline and excessive griping become a problem. – Excessive absenteeism. – Passive resistance to rules, production standards, and changes.	– In emergencies. – In situations where there is a pressure of time (often) an overused rationale. – In situations where there is poor discipline, discord in the group. – With poorly trained people who lack interest in the job. – At times when all other methods fail.
Participant Decision Making (Maximum Consensus)	– Where possible, policies are matter for group discussion. – The leadership clarifies goals and objectives. – Leadership seeks to draw ideas and suggestions from the group or team. – Leadership often consults with subordinates. – Leadership is often shared.	– Morale usually better and employees work on more friendly basis. – Relationship between formal leadership and workers is free and improved. – Loyalty to group or organization increases. – Time is lost in discussion and delay in getting work started. – Some workers or team members may not cooperate. – Time consuming in emergencies.	– With individuals and groups trained in the process. – Personnel of equal rank. – Highly motivated groups. – In developing leadership resources.
Permissive or Low Structure Decision Making	– Leadership is passive. Group has complete freedom in making policies and decisions. – Leadership makes few suggestions and rarely takes initiative. – Makes no effort to evaluate work of group. – Exercises minimum of control. – Goals are vague and ill-defined.	– Haphazard. Work progresses at a slow rate. – Much activity, but little production. – Develops initiative. – Much time is lost in arguments. – Much shirking and non-cooperation. – Much member frustration.	– Highly trained and responsible individuals who are specialists. – In situations where subordinates have had more training and experience in their job than the leaders. – Where accountability is insured by other means.

The following graph can be used in analyzing school-community organizational climate. The discussion questions might be used in a career education planning-support group.

A CLIMATE FOR PROBLEM-SOLVING AND COMMUNICATION

High Risk Taking ***High Trust Levels***

INFORM ***EXPLORE***

GROUP MEMBERS PERSUADE ***GROUP MEMBERS ACCOMMODATE***

DEVELOPMENTAL LINE

GROUP MEMBERS COMMAND ***GROUP MEMBERS COMPLY***

FIGHT ***FLIGHT***

Low Risk Taking ***Low Trust Levels***

Discussion: 1. Where is our group/organization in terms of Risk Taking?

2. Where is our group/organization in terms of Trust Level?

Another way to analyze organization decision-making in a particular setting as well as the role of a change catalyst is to administer the following survey to people involved in current programs.

SURVEY OF REACTION TO ORGANIZATIONAL CHANGE

1. *The rationale for the program change or proposal is:*
   - _____ *very clear to me*
   - _____ *somewhat clear*
   - _____ *unclear*
   - _____ *other* _____

2. *The degree of my personal involvement in the program change (or proposal) is:*
   - _____ *I feel primary involvement*
   - _____ *I feel a limited involvement*
   - _____ *I feel uninvolved*
   - _____ *other* _____

3. *The decision-making process utilized was:*
   - _____ *a true consensus*
   - _____ *a majority, near consensus*
   - _____ *a successful power play by a few*
   - _____ *almost authoritarian in nature*
   - _____ *other* _____

4. *The amount of unresolved conflict at this point is:*
   - _____ *practically non existent*
   - _____ *fairly well defined*
   - _____ *hidden*
   - _____ *other* _____

5. *The amount of cooperation I observed was:*
   - _____ *very evident*
   - _____ *evident at times*
   - _____ *subservent to competition*
   - _____ *other* _____

6. *The individual contributions of the consultant (or name) were:*
   - _____ *very evident*
   - _____ *somewhat evident*
   - _____ *not observed*
   - _____ *other* _____

7. *The individual contributions of the consultant (or name) were:*
   - _____ *very helpful*
   - _____ *helpful*
   - _____ *obstructive, please comment* _____
   - _____ *not observed*
   - _____ *other* _____

8. *Additional Comments:*

Leadership Resources

The concept of leadership in groups and organizations is often debated. The "great man" theory of leadership is being superceeded by the functional processes theory of leadership. The "great man" theory emphasizing personal authority and charisma fits the traditional hierarchical structures of bureaucracies and industrial worker line relationships. Functional leadership is much more in tune with the current emphasis upon shared decision-making and job redesign. Usually groups and organizations will have some people in designated leadership roles; however, a number of different leadership functions must be performed. Effective groups and school organizations will have a large number of people performing a variety of leadership functions in a variety of situations.

The preceding list of leadership functions can be a checksheet for process consultation as well as criteria for assessing leadership resources within the school-community setting.

Constructive Conflict

Conflict is inevitable in implementing career education on a broad scale. Eliminating conflict between people, departments, and other groups is impossible. Little or no observable conflict in an organization undergoing change, is indicative of hidden conflicts. Differences of opinion, intentions, interests, and experiences are probably increasing at a time when everyone (including students, teachers, and parents) wants to have power and influence over what happens to them.

Conflict is destructive when differences are either hidden, expressed indirectly, or put into a win-lose solution. Hidden conflicts by their nature are difficult if not impossible to resolve in a way that is satisfactory. Emotional energy is often drained away from the stated tasks and a climate of diffuse stress is usually the result. Conflicts in groups and organizations are most likely to be expressed indirectly. Indirect conflict expression may take the form of rivalries and arguments about issues that are not directly relevant to the problem at hand. Closely related to indirect expression of conflict is win-loss orientation. In each case people's energies become invested in power struggles and competition which diminishes the chances of quality decisions being made as well as the chances of any decision being implemented.

An example of hidden conflict as well as a too smoothly organized program promotion occurred in one school building's inservice program. A need was seen by a small group for a faculty inservice on the processes of decision-making and educational change. The small group enlisted the principal's support and with the aid of an outside consultant organized an advisory committee of key formal and informal power people within the faculty. The inservice program was presented to the faculty for support without any open resistance or conflict and barely any discussion. The promotional team effectively represented all the vocal power groups within the building in terms of silencing opposition. As the inservice program progressed it became increasingly evident that a great deal of resistance and hidden conflict were present. No effective opportunity had been presented for openly airing conflicts and concerns in opposition to the program.

The inservice program had been smoothly planned and implemented on a broad scale; but the real support base was narrow as was the planning input. Unexpected conflict and resistance during the program might have been minimized if the planners had not been so "effective" in squelching resistance before hand.

Conflict is constructive when it is openly approached with a problem-solving orientation. Openly problem-solving conflict is a difficult achievement. It is not easy for an observed as well as for those involved to know if the expressed differences of opinions and interests are real or disguised.

In reviewing the handouts, consider the following points:

1. Different modes of decision-making are required in implementing various facets of career education.

2. Each advisory and task force group needs specific and realistic explicit agendas.

3. Students, parents, business, labor, teachers from certificated school staff need to be involved.

4. Most participatory decision-making that fails does so because of lack of knowledge of how groups and organizations can make decisions.

Too often either autocratic methods are used or concensus is sought unsuccessfully.

"Simulation Activity Round I" - Ask the participants to organize into small groups of three to five based upon student age level interest and responsibility. Describe the simulation as an opportunity to integrate the concepts and information in the workshop. Ask for a written report from each small group at the end of each of the four rounds. Indicate that the final plan reports will be copied for distribution and discussion at the last workshop session. The following chart can be used as an overview of the five session (round) simulations.

SIMULATION CONTENT MODEL

In Round I, ask the small groups to make a plan for involving school staff, students, parents and business, labor and other citizens in implementing a comprehensive career education plan at the respective student grade levels, i.e., elementary, middle or junior high, and senior high. Also ask for a plan to involve and train staff. Actual work should be limited to 50 minutes with ten minutes for reporting to the large group. The small groups are responsible for initiating any communication with the other grade level groups. Planning and staff development resources can be made available. Written request forms for consultation or resources and materials can be distributed to the small groups and the workshop staff can fulfill any requests. The requests for resources, consultation and materials can be continued through all five rounds. All requests should be recorded and discussed after the simulation is completed. Also note any intergroup communication or collaboration. Typically little, if any, will occur without strong encouragement. Discuss the degree of such collaboration in the debriefing session at the end of the five rounds.

The instructions for Round I are: In this simulation, you are a member of a career education implementing team charged with the responsibility of formulating a comprehensive career education program.

The plan should include:

Goals and Objectives

a. For 1 year

b. For 5 years

Timetable for 5 years

Major Activities

Resources

Evaluation Procedures

The plan will be evaluated on the following criteria:

1. Utilization of career education theory and practice.
2. Utilization of organization development concepts.
3. Evidence of specific measurable objectives.
4. Evidence of use of resources in the school and the community.
5. A realistic evaluation plan.

The specific components to be developed in this session are the decision-making structure and the staff development plans.

Session III

"Career Education Planning at the State Level" - If possible, invite the State Career Education Coordinator and/or members of the State Career Education Advisory Committee to describe the state plan for career education. The participants might discuss and compare their planning with that of the State Department.

"Community Participation" - A presentation by business, labor, and professionals on the ways the community can be a learning resource for students is an effective workshop activity.

"Simulation Activity - Round 2" - The second round of the simulation focuses on the plans for community participation in student learning and in the implementation process through advisory committee(s) and task forces.

Session IV

"Career Learning Centers as a Linking Component" - The presentation on career learning centers should focus upon the linking of the staff awareness, resources, community participation and curriculum development which a career center can facilitate. For a more detailed description of career learning centers and their role in a comprehensive career education program, see Implementation Booklet #5, Career Learning Centers.

"Resources/Materials for Implementation" - The following list with additions and modifications for local needs can be handed out and discussed.

Publications Useful in

IMPLEMENTING CAREER EDUCATION PROGRAMS

and

ESTABLISHING CAREER LEARNING CENTERS

Career Education in the Elementary School. Division of Instruction, Minnesota State Department of Education, St. Paul, Minnesota, 1974.

Career Education: What It Is and How To Do It. Kenneth Hoyt, Rupert Evans, Edward F. Mackin, Garth L. Mangum, Olympus Publishing Co., Salt Lake City, Utah, 1972.

(The) Career Resource Center: Putting It All Together. Steve Sweetland and Dennis Niebeling, Minnesota State Department of Education, St. Paul, Minnesota, 1975.

Cross Discipline Planning. Gerald P. Antonellis and George B. James, Olympus Publishing Co., Salt Lake City, Utah, 1973.

Educating For Career Development. Tennyson, Hansen, Klaurens, Antholz, Minnesota State Department of Education, St. Paul, Minnesota, 1975.

Federal Agencies For Career Education Services. Office of Career Education, U.S. Office of Education, Washington, D.C., 1976.

Implementing Career Education Programs. Arland Benson, Division of Instruction, Pupil Personnel Section, Minnesota State Department of Education, St. Paul, Minnesota, 1975.

(A) Resource Guide For Career Development in the Junior High School. Arland Benson, Minnesota Guidance Series, Pupil Personnel Services Section, Minnesota State Department of Education, St. Paul, Minnesota, 1972.

(A) Resource Guide For Career Development in the Senior High School. Arland Benson, Minnesota Guidance Series, Pupil Personnel Services Section, Minnesota State Department of Education, St. Paul, Minnesota, 1973.

"Curriculum Development and Simulation Activity - Round 3" - A review of career education learning objectives might be in order. Examples of local and out of the district career education curriculum, K-12, in several departments should be avsilable for examination. A more structured activity would be to require each small group to review and evaluate a specific number of curriculum materials using stated criteria. The simulation activity can require each small group to plan its curriculum development program with learning and process objectives and resources. For a more detailed description of curriculum development, see Implementation Booklet #2, Curriculum Development.

Session V

"Career Development Needs of Adults" - The following information might be handed out and discussed in terms of the implications for career education programs. Implications for K-12 programs as well as adult programs can be explored.

ADULT DEVELOPMENT - FACT OR MYTH?

Jean L. Kummerow
April, 1977

1. That adults change, grow, and/or develop rather than just age is now no longer a myth. The current myths of adult development, instead, center on the forms these changes take and on how predictable (how age related) the changes really are.

2. There are many approaches to the study of change in adults - biological, sociological, social psychological, developmental, etc. The focus of this presentation will be the approach some call "life-stages." Life-stages incorporate many aspects of the other approaches.

3. Life-stages are based on the notion that adults similar in age encounter similar pressures, situations, events and problems. A summary description of life-stages follows. These descriptions are synthesized from many authors including Gould, Levinson, Sheehy, Havighurst, Neugarten and Erikson.

   a. Leaving the Family (Late Teens and Early Twenties)

      Person is half in and half out of the family - efforts are made to separate from the family, to develop a new home base, to reduce dependence on familial support and authority.

      Autonomy is being established but may be in jeopardy.

      Peer group influence may be very strong and impose its beliefs.

   b. Provisional Adulthood (Early Twenties to Late Twenties)

      Exploration and provisional commitment to adult roles.

      Occupation or occupational direction being established.

      Autonomous from family but may still have to prove to parents his/her adultness.

      A mentor may be acquired.

      A dream in an occupational context is formed.

      Two strong impulses: (1) To build a firm, safe structure for the future, to be set. (2) To explore and experiment, to keep things tentative.

      Person is doing what he/she is supposed to be doing according to the prevailing culture.

      Interpersonal intimacy (not just in sexual sense) is sought.

      If married, the marriage is highly valued.

   c. Age 30 Transition (Late Twenties and Early Thirties)

      Questions such as these are asked:

         What is life all about now that I'm doing what I'm supposed to?

         Is what I am the only way for me to be?

         What do I want out of life?

         Why can't I be accepted for what I am, not what others (especially my spouse) expect me to be?

      A change in the life that was put together in the twenties occurs.

d. Settling Down (Early Thirties to Late Thirties)

Deeper commitments are made as person invests more of self in work, family and valued interests.

Person is settling down with order, stability, security, and control.

Person is moving up with planning, striving, and long-range planning.

Reduced social life outside of own family. Focus is on raising one's own children.

Continued dissatisfaction with marriage.

Second phase of this is the feeling of constraints at work, in marriage and in other relationships.

e. Mid-Life Transition (Late Thirties and Early Forties)

Person takes a hard look at what "I've reached at this point and what it is I really want." The dream of the 20's is inspected. This is seen as the last chance in life to make it big.

Recognition of one's own mortality - it becomes time left to live, not time since birth.

Sense of bodily decline, the decline in energy and in health.

Reduction of distinctions between "masculine" and "feminine" personality characteristics. Men begin to live out their passivity, sensuality, tenderness; women may become more domineering, independent, and unsentimental. Men may seek more affiliation; and women, more achievement.

Generativity, the responsibility to care for the next generation, becomes very important.

f. Stabilization (Early Forties to Early Fifties)

This is a steady stage although it may not be satisfying.

There may be a change in the type of work, e.g., the actor becomes a director.

Marital satisfaction increases.

Acceptance that some of the great questions in life, i.e., spirituality, may never be answered.

g. Impending Decline (Early Fifties to Retirement)

Continuation of the preceding life-stage. Leading, helping, and managing roles, but with the knowledge that this will change with retirement.

Mellowing. Avoidance of emotion-laden issues. Preoccupation with everyday joys and problems.

Parents no longer blamed for one's own problems.

One feels less responsible for one's own children and begins to equate children's approval with the approval of the spouse and self-approval.

Growing inferiority - privacy becomes increasingly important.

h. Examination and Old Age (Retirement to Death)

This life-stage may be more of a defensive strategy, that is of "holding on to life rather than seizing more of it."

Adjustment to decreasing physical strength and health. The "Young Old" are healthy and active; the "Old Old" are not.

Adjustment to the death of those one is close to.

Examination of one's life (a life review) and an acceptance of that life.

4. A caution about life-stages. They are based on only a few research studies that are very limited in scope. Samples were small and biased toward white, middle-class males. Replication of the studies is difficult.

5. The study of life-stages has helped to legitimize that adults change and have crises. However, educators, businessmen, counselors, and laymen alike have already gone beyond the scope of the research in suggesting uses for life-stages concepts.

References

Erickson, E., "Growth and Crises of the Healthy Personality," Psychological Issues, 1959, 1, 50-100.

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Havighurst, R. J., Human Development and Education, New York: Longmans, Green & Company, 1953.

Levinson, D. J. et al, "Periods in the Adult Development of Men: Ages 18-45," The Counseling Psychologist, 1976, 6 (1), 21-25.

Neugarten, B. L., "Successful Aging in 1970 and 1990," in E. Pfeiffer (Ed.), Successful Aging, Durham, North Carolina; Center for the Study of Aging and Human Development, 1974.

Sheehy, G., Passages: Predictable Crises of Adult Life, New York; E. P. Dutton, 1976.

"Program Evaluation - Simulation Activity" - The following simulation assignment can be given to the small group:

Prepare an evaluation design for your comprehensive career education plan with the following components:

Measurable learner objectives for students and staff.

Measurable process objectives and documentation methods.

At least two ways of measuring each major learner objectives.

Example instruments, i.e., sample test items, incentives, questions, observation guidelines.

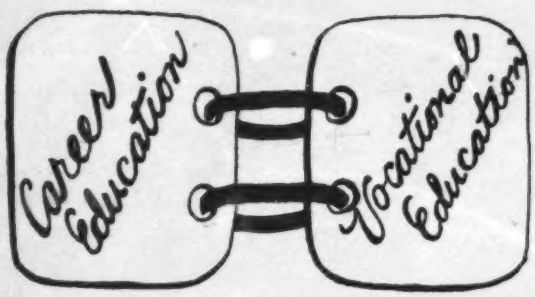
Data collection considerations.

At least one example of reporting results to lay groups and one example of reporting results to professional educators.

A more detailed description of evaluation strategies is found in Implementing Booklet #3 - Evaluation.

Session VI

"Linkages With Vocational Education" - An informal presentation of how vocational programs fit into a comprehensive career education program can be followed by a discussion of some of the issues affecting academic and vocational education. Example issues might include certification, funding, definition of work as paid or unpaid and narrowing or broadening career options.



"Career Education in the 1980's - Simulation Activity" - a useful reference here is a monograph by Larry J. Bailey: Career and Vocational Education in the 1980's: Toward a Process Approach, Southern Illinois University at Carbondale and Illinois Office of Education, 1977.

The simulation activity is as follows:

Make projections as to what career education in the schools will be like ten years from now and consider at least these factors:

Curriculum
Community-School Collaboration
Accountability
Staff Skills Required
Student-Teacher Relationships
School Staff Patterns
Materials/Resources, Equipment

A follow-up discussion might consider the following possible trends:

The increasing emphasis upon transferable skills or on a static content.

Increasing use of the community as a learning laboratory.

The merging of personalized teaching and accountability.

Evaluation

If a test is used to evaluate the workshop or if individual learning contracts are not used, the following types of short answer questions might be asked:

Describe how you would implement a comprehensive career development/ career education program in a setting of your interest.

Describe the contributions of two career development theories in terms of concepts, applications for practice and research methodologies.

Discuss worker expectations and worker alienation from the standpoint of scope of the problem, causation, and implications for career development practices.

The following survey is an example of anonymous questions for workshop improvement.

(No Identification)

EVALUATION SURVEY

IMPLEMENTING CAREER EDUCATION WORKSHOP

	YES	NO
1. As a result of this course, did you become more familiar with strategies for implementing a comprehensive Career Education Program?	____	____
2. As a result of this course, did you become familiar with resources and materials for implementing Career Education?	____	____
3. As a result of this course, did you become familiar with the issues associated with Career Education.	____	____

	Excellent	Good	Fair	Poor
4. Overall, how would you rate the instructional methods used in this course?	____	____	____	____

5. Suggestions as to class content, format, materials, assignments and grading:

6. Comments

Resources

Benson, Arland N., Implementing Career Education Programs, Division of Instruction, Pupil Personnel Service Section, Minnesota Department of Education, 1975.

Flocker, Donald H. and Rapoz, Rita S., "A Systematic Eclectic Model for Counseling-Consulting," Elementary School Guidance and Counseling, 7:106 - 112.

W. Wesley Tennyson, L. Sunny Hansen, Mark K. Klairens, Mary B. Antholz, Educating for Career Development, Pupil Personnel Services, Division of Instruction, Minnesota Department of Education, St. Paul, Minnesota, 55101, 1975.

The Personnel and Guidance Journal, Special Issue, "Career Development: Guidance and Education," Vol. 53, Nov. 9, May, 1975.